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ABSTRACT

This is the fourth edition of the State Student Assessment Database. This document tabulates information about each state's assessment programs based on a survey mailed to state directors of assessment in October 1995 and completed by all 50 states by February 1996. The survey was divided into the following categories: (1) general concerns; (2) nontraditional assessments; (3) writing assessments; (4) curriculum frameworks and standards; (5) Title I assessment and evaluation plans; and (6) program components. The database provides a snapshot of state-mandated assessment programs, but does not provide information on whether state assessment systems are aligned with content standards. Each survey question resulted in the development of one or more data tables. For this reason, the survey is presented to guide the user in finding specific information. An appendix presents updated tables developed by the National Governors Association to supplement this report for the 1996 National Education Summit. (Contains 118 tables and 3 appendix tables.) (SLD)

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ED 401 334

State Student Assessment Programs Database

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May 1996

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CHIEF STATE SCHOOL OFFICERS COUNCIL
CCSSO

NCREL
North Central Regional Educational Laboratory

TM026133

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Ave. NW, Suite 700
Washington, D.C. 20001-1431

Gordon Ambach, Executive Director
Barbara Clements, Acting Director, State Education Assessment Center

The Council of Chief State School Officers (CCSSO) is a nonprofit organization of the 57 public officials who head departments of public education in every state, U.S. territory, and the District of Columbia. CCSSO seeks its members' consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. Because the Council represents the chief education administrator in each state and territory, it has access to the educational and governmental establishments in each state, and the national influence that accompanies this distinct position. CCSSO forms coalitions with many other educational organizations, including those organizations that are active in assisting the states and the nation in setting high standards for their students and those that assess the performance of students against these high standards.

The State Education Assessment Center provides a central clearinghouse to improve data acquisition, monitoring, and the assessment of education. More recently, the State Collaborative on Assessment and Student Standards (SCASS) was formed to network states and other groups to develop prototype and complete assessment components for a variety of content areas. Projects are taking place in a number of areas. The goal in all of these projects is to encourage the development of higher quality student assessments at lower cost to the states. The Council also supports the Association of State Assessment Programs (ASAP), an informal technical assistance network of the assessment staffs in the states.

NORTH CENTRAL REGIONAL EDUCATIONAL LABORATORY

1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480

Jeri Nowakowski, Executive Director
Bill Quinn, Director, Evaluation & Policy Information Center

The North Central Regional Educational Laboratory (NCREL) is a not-for-profit agency funded through multiple government and commercial grants and contracts. Through the application of educational research and development, NCREL works to strengthen and support schools and communities in systemic change so that all students achieve standards of educational excellence.

NCREL specializes in the area of educational technology and accomplishes its work through dissemination, policy analysis, and technical assistance, and by leveraging the power of partnerships and networks. Organizationally, NCREL carries out its work through "learning centers," one of which is the Evaluation and Policy Information Center (EPIC). EPIC develops networks of researchers and research users, monitors and tracks state and local reform efforts, conducts rapid-response inquiries that inform and influence policymaking on "hot" education issues, provides resources for state policy seminars and studies, and holds online policy seminars.

NCREL also operates the North Central Regional Technology in Education Consortium and the Midwest Consortium for Mathematics and Science Education.

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State Student Assessment Programs Database
School Year 1994-1995

Linda Ann Bond, Director of Assessment
David Braskamp
Arie van der Ploeg
Evaluation and Policy Information Center
North Central Regional Educational Laboratory

Edward Roeber, Director of Student Assessment Programs
Council of Chief State School Officers

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PREFACE

This is the fourth edition of the State Student Assessment Database, a collaboration between the Council of Chief State School Officers (CCSSO) and the North Central Regional Educational Laboratory (NCREL).

This document tablulate information about each state's assessment programs. It is based on survey developed for the Association of State Assessment Programs (ASAP), chaired by CCSSO's Edward Roeber. The survey was mailed to the state directors of assessment in October 1995. They were asked to describe their assessment programs for the 1994-1995 school year. Survey returns were received and processed from November 1995 through February 1996. This included clarification of entries and call-backs to fill in incomplete returns. Between December 1995 and March 1996, each assessment director received a copy of the information as it had been entered into the database for approval prior to publications. Any modifications were incorporated into the final product.

Most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric or categorical responses. Others were open-ended and generated sometimes very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included, beginning on page 1. Usually this will focus attention on related questions which may then be found by using the Table of Contents.

This edition plus the prior three provides information on the status and trends in state assessment practice. A companion document *The Status of Statewide Student Assessment Programs* is available from NCREL or CCSSO. The data are also available in electronic form, as data sets and as electronic reports. An order form is appended to this document.

The data in this volume were the basis of a report prepared by the National Governors Association (NGA) to support the 1996 National Education Summit that met from March 26-27, 1996. NGA updated the data somewhat. These updated NGA tables appear as an appendix.

A document of this size and scope could not be produced without help. First, our gratitude extends to the 50 state directors of assessment. Each completed a 27 page survey! They also responded graciously to our nagging and our inability, at times, to understand what they were trying to tell us. To Deb Roeber goes the credit for assuring all 50 states responded. Her skills on the telephone have become legendary. To Dina Czocher we extend, as always, our deep appreciation, for her gentle ability to keep us on task, on track, and mindful of budgets.

Linda A. Bond
David C. Braskamp
Arie van der Ploeg
North Central Regional Educational Laboratory

Edward Roeber
Council of Chief State School Officers

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ANNUAL SURVEY
FALL 1995

Association of State Assessment Programs
Annual Survey
Fall 1995

Council of Chief State School Officers
and
North Central Regional Educational Laboratory

In addition to this blank survey form, you should have received a typescript of the survey questions including your responses to last year's survey. You may respond on this blank survey form or edit the typescript using red ink or pencil, whichever is easier for you. If you would prefer to receive a typescript on diskette in the format of your choice, please e-mail Arie van der Ploeg at arie@ncrel.org or call 800-35-NCREL.

New and revised questions are identified to the left of the questions. Some items are in new locations.

Please complete the 1995 ASAP Survey considering the status of your assessment program(s) as of August 1995, the end of the 1994-95 school year. Start by identifying your state, assessment director, and yourself. We expect to have results from every state and complete responses from all. If we do not understand any of your responses to the survey, we will contact you for clarification.

State assessment director:	Person completing the survey:
Title:	Title:
Address:	Address:
City: State: Zip:	City: State: Zip:
Telephone: Fax:	Telephone: Fax:
e-mail:	e-mail:

When completing Part 3, please reply separately for each component of your state's assessment program. You will need to photocopy and return a completed version of Part 3 for each component you identify. For help on determining the number of components and their contents, please refer to the glossary beginning on page 29.

Please return the completed survey before October 20, 1995 to:

ASAP Survey
c/o Ed Roeber
Council of Chief State School Officers
1664 Algoma Drive
Okemos, MI 48864
Voice and Fax: (517) 347-1145
e-mail: EdRoeber@aol.com

Part 1. General Concerns

"Last year" is defined as August 1994 through August 1995.

This should be a brief statement describing your assessment program currently. You will have an opportunity to provide the details in Part 3.

If there is no SEA assessment requirement, please write 'none.'

1.1 Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results were used, and the origins of the program.

NEW -->

1.2 While this survey is concerned with state-administered assessment programs, please describe any requirements your state has for districts or schools to operate their own assessment programs.

1.3 Since August 1994, has your state legislature passed legislation affecting its assessment program(s)?

____ Yes ____ No

Mark one.

If yes, please provide the title and describe the legislation's effect on specific programs.

1.4 Since August 1994, have there been any court decisions affecting your state assessment program(s)?

____ Yes ____ No

Mark one.

If yes, provide the title(s) of the decision(s) and how assessment was affected.

1.5 What other important changes, additions, or deletions, if any, have occurred in your state's assessment programs since August 1994?

The information from questions 1.6 and 1.7 is useful to support and develop collaborative efforts. Please provide detailed information.

1.6 Are there changes you foresee for next year in your state's current assessment programs? If so, what are they and why are they likely to occur?

1.7 What assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months? Please give title and describe briefly.

REVISED -->

1.8 Counting only permanent SEA employees assigned to your state's assessment unit, how many FTEs work on the assessment programs described in this survey, plus any related developmental projects?

Provide the best count you can.

____ Professional FTEs
____ Support FTEs

1.9 Please indicate the total SEA and contractual budgets for the assessment programs described in this survey plus any related developmental projects.

Provide the best estimate you can.

SEA:
$______________________

Contractual:
$______________________

REVISED -->

1.10 Please identify the assessment services for which your state hired contractors or consultants for the period from August 1994 to August 1995.

Mark all that apply.

"Providing the test" means that your state purchased an off-the-shelf or custom tests.

Service	Name of Contractor
Developing new test	
Providing the test	
Administration	
Scoring	
Analysis	
Reporting	
Other:	
Other:	
Other:	

1.11 With whom did your state collaborate on assessment last year?

1. With whom:______________________________
____

On what:______________________________
____

2. With whom: ____________________

____

On what: ____________________

____

3. With whom: ____________________

____

On what: ____________________

____

4. With whom: ____________________

____

On what: ____________________

____

REVISED -->

1.12 What is your state's overall policy for including or excluding special needs students (IEP or LEP) in assessment? Please describe briefly. Specific variations by component will be requested in Part 3.

If a written statement exists, please provide a copy.

IEP: ____________________

____

____

____

LEP: ____________________

____

____

____

REVISED -->

1.13 Statewide, what percentage of the students tested are classified as LEP or with IEPs?

Enter percentages, not counts. Approximations are acceptable.

	IEP	LEP
Elementary School		
High School		
Total (Pre-K through high school)		

REVISED -->

1.14 Are students permitted to use calculators on your state's math or science assessments? Do any of your state assessments include questions designed intentionally for calculator use?

For each subject, check boxes in the grid to describe your state.

	Use permitted?		Questions intentionally designed?	
Subject	Yes	No	Yes	No
Math				
Science				

"Math" includes subjects such as algebra and calculus, while "Science" includes physics, biology, etc.

NEW -->

1.15 Please check in the appropriate box if you have provided any of the following materials to any of these groups for training or professional development reasons:

Audience	Print	Video	TV Broadcast	Software
Students				
Teachers				
Administrators				
Parents				
Policy Makers				
Other:				

Please send copies of any materials that might be available.

NEW -->

1.16 Please check in the appropriate box if you have provided any of the following materials to any of these groups for explanatory or publicity purposes:

Audience	Print	Video	TV Broadcast	Software
Students				
Teachers				
Administrators				
Parents				
Policy Makers				
Other:				

Please send any materials that might be available.

Part 2-A. Non-Traditional Assessment

Please refer to the glossary at the end of the survey before beginning this section.

REVISED -->

Mark one.

2.1 Does your state administer any non-multiple-choice assessment exercises?

____ Yes ____ No

Does it plan to develop any non-multiple-choice assessment exercises?

____ Yes ____ No

If you answered yes to either question, please complete the grid below. Otherwise, skip to Question 2.2 on page 10.

Below you will find options, with corresponding numbers, for each of the columns – Exercise Types, Status, Grades Served, and Availability – in the table. Please choose numbers from these options and mark them in the appropriate column. Add subjects as necessary.

Exercise Types
1= Enhanced multiple choice
2= Short-answer open-ended, constructed response
3= Extended response open-ended
4= Interview
5= Observation
6= Individual performance assessment
7= Group performance assessment
8= Portfolio or learning record
9= Project, exhibition, demonstration
10= Computer adaptive assessment
11= Other

Status(Component)
1= Want to develop
2= Plan to develop
3= Funded, not started
4= Begun development
5= Completed development
6= Piloted, being refined
7= Ready for use
8= In use.
If status = 8, please add in the Status box the name of the Part 3 program component to which these items belong.

Grades Served
Mark "K" for kindergarten, "P" for preschool, and use actual grade numbers for other grades.

Availability
1= Not available/secured
2= May be examined but not used
3= May be used
4= Some may be used
5= Will become available later

Subject	Exercise Types	Grades Served	Status (Component)	Availability
Math				
Reading				
Writing				
Other language arts				
Science				
Social studies				
History				
Civics				
Economics				
Health education				
Physical education				
Music				
Visual arts				
Dance				
Theater				
Foreign languages				
Career, vocational education				
Employability skills				
Other:				

Part 2-B. Writing Assessments

Questions 2.2 to 2.16 address issues related to writing assessment.

REVISED -->

Mark one.

2.2 Does your state assess writing?

____ No. **Skip to Question 2.17, p. 12.**
____ Yes.

REVISED -->

Mark all that apply.

2.3 Which method does your state use to assess writing?

Indirect:
__ True/False
__ Multiple Choice
__ Cloze procedure
__ Short Answer
__ Other: ________________________________

Direct:
__ Samples of classroom work (e.g. portfolios).
Who decides which work is included?
____
____

__ Writing sample(s) in response to prompt(s):
Source of prompt:
__ Commercial tests
__ SEA provided prompts
__ Other source: ____________________
__ Other process requiring written work.
Explain: ____________________________
____

Continue this section only if direct methods of evaluating writing are used. If not, skip to Part 2-C, Question 2.17 on page 14.

Continue this section only if direct methods of evaluating writing are used. If not, skip to Part 2-C, Question 2.17 on page 12.

Mark all that apply.

"Writing Samples" includes samples of classroom work or other processes your state may have.

2.4 In which grades does your state use writing samples?

___1
___2
___3
___4
___5
___6
___7
___8
___9
___10
___11
___12

REVISED -->

Mark all that apply.

2.5 In which content areas other than writing does your state assess writing?

____ Language Arts
____ Social studies
____ Science
____ Math
____ Interdisciplinary
____ Other (please specify): ________________________________

REVISED -->

Mark all that apply.

2.6 Within the assessed grades, whose writing do you assess?

____ All students are assessed.
____ The work of a sample of students is assessed.
____ Assessment is voluntary for students
____ Assessment is voluntary for districts or schools

2.7 Within the assessed grades, are items or prompts sampled?

Mark all that apply.

____ All tested students see the same items or prompts
____ Items or prompts are sampled
____ Multiple forms are used
____ Locally determined

2.8 How many writing samples does your state assess per student per year?

____

2.9 Are revisions permitted?

____ Yes ____ No

2.10 If students are asked to produce a writing sample on demand (one set period of time), how many minutes are they given?

____ Minutes

2.11 If students are given an extended response time to produce a sample, please describe the amount of time provided.

____

____

An extended response time is over a period of days or weeks.

2.12 What method is used for scoring?

Mark one.

____ Analytic
How many, and what traits are assessed?

____

____

____ Holistic
____ Other method. Please explain:

____

2.13 How was the scoring rubric developed?

____

____

____

Please share your scoring guides with us by returning a copy with the survey.

2.14 Who scores the writing samples?

Mark all that apply.

____ Teachers in state
____ Commercial company
____ Other. Please specify: ____________________

____

2.15 Describe the training the state provides for the scoring of the writing samples.

____

____

____

NEW -->

2.16 If LEP students do writing assessments, describe any special training for raters of LEP students' work samples.

Part 2-C. Curriculum Frameworks and Standards

We are interested in what work is being done by states to develop statements of state goals, learner standards, or curriculum frameworks, and how assessment programs align with these. *Please see glossary for definitions.*

NEW -->

Many of these terms may seem redundant; therefore, please check all that match your state's terminology

2.17 In your opinion, is your state developing or does it have:

____ State goals
____ Content standards
____Performance standards
____ None of the above
____ Assessment frameworks
____Curriculum frameworks
____Student expectations

NEW -->

2.18 Please describe any of the responses you checked in question 2.17 that your state has developed or is considering developing.

NEW -->

2.19 How were these developed?

2.20 At what stage in that development process is your state? In what subjects?

Check boxes in the grid to describe your state.

	Completed	n development	Planned	Not developing
Reading				
Math				
Writing				
Science				
Social Studies				
Other				

NEW -->

2.21 If you marked "Completed" in 2.20 for any subject, please indicate the calendar year the curriculum framework, state goals or learner standards were adopted.

Subject	Year
Reading	
Math	
Writing	
Science	
Social Studies	
Other	

2.22 Is your state's assessment program aligned to the curriculum frameworks, state goals, or standards?

Check boxes in the grid to describe your state's situation.

	Yes	In Progress	Planned	No
Reading				
Math				
Writing				
Science				
Social Studies				
Other				

NEW -->

2.23 What does "alignment" mean in your state? In what ways is the assessment aligned?

____

____

____

____

NEW -->

Please see the glossary for the definitions of "measures of the enacted curriculum" and "opportunity to learn."

2.24 Describe any measures of enacted curriculum (or "opportunity to learn") your state has developed or is developing.

____

____

____

____

____

Part 2-D. Title I Assessment and Evaluation Plans

The *Improving America's School Act* (IASA) of 1994 requires states to submit a Title I plan which describes how your state plans to arrive at "rigorous" state content standards, student performance standards, and related assessments that will determine the yearly performance of each school district and school that receives funds under Title I. If the state does not have a set of standards and assessments that meet the new Title I requirements, it is to submit a transitional plan within one fiscal year of receiving funds, and a final plan by the 2000-2001 school year. This section of the survey asks about your state's response to these new requirements.

NEW ->

2.25 Please briefly describe the transitional assessment plan for Title I that your state submitted (or will submit) to the U.S. Department of Education.

NEW ->

2.26 Which components described in Part 3 of this survey is your state proposing to use in the transitional assessment plan?

NEW ->

2.27 What is the process that your state is using to develop the final assessment plan for Title I? What are the steps and who is involved? What is the timetable for this work?

NEW -->

Please describe briefly.

2.28 At what stage of that process is your state now?

NEW -->

2.29 Please summarize what your state's final plan is expected to look like.

NEW -->

2.30 Tell us about any challenges your state is facing in developing your plan.

NEW -->

2.31 In which subject areas and at what grade levels do you anticipate students will be assessed in the final assessment plan?

Please fill in the subject name and check the appropriate grades.

Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
Math													
Writing													
Science													
Social Studies													
Other:													
Other:													

NEW -->

2.32 When is it anticipated that your state's final assessment plans will be finalized, approved and implemented?

Please provide month and year.

Finalized: ____________________

Approved: ____________________

Implemented: ________________

NEW -->

2.33 How are you planning to accommodate IEP and LEP students in the Title I assessments?

IEP: ____

____

____

____

LEP: ____

____

____

____

29

Part 3. Program Components

Please review the definition of component in the glossary.

Pages 17 through 25 are intended to provide greater detail about each component of your state's testing program. Please copy these pages as often as needed.

Give the name.

3.1 Program component: ______________________________

____

Briefly describe why this assessment component exists and what it is expected to do.

Purpose of Component: ______________________________

____

____

Contact Person: ______________________________

Phone: ______________________________

3.2 Subjects, grades, and numbers of students tested:

In the first row of the matrix, write in each subject assessed in this program. Below these entries, indicate the number of students tested in this program at each grade.

Please give counts, not percentages. Reasonable approximations are acceptable. If you know students are tested at certain grades but are uncertain how many, please insert a "?" in the cell. We will interpret blank entries to mean no students are assessed in that subject and grade.

	Number of students assessed				
Fill in subject –>					
Grade: Kg					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Give calendar year.

3.3 When was this assessment component, in basically this form, first used in schools?
Year __________

3.4 When was this assessment component most recently substantially revised?

Give calendar year.

Year ________

3.5 Who initially authorized the creation of this assessment component?

Mark one.

___ Legislature
___ Governor
___ State board
___ State Department of Education
___ Other. Please list. ______________________

3.6 What groups were most instrumental in the process that led to the initial authorization of this assessment component?

Mark all that apply.

___ State board of education
___ Chief state school officer
___ State education agency
___ Teacher associations
___ School administrators association
___ Governor's office
___ Judiciary
___ Legislators
___ Advocacy groups
___ Business community
___ Parent groups
___ Other. Please list: ______________________

3.7 What method determines which students are assessed in this component?

Mark all that apply.

___ All students in designated grades are tested
___ Students are sampled
___ Assessment is voluntary for students
___ Assessment is voluntary for schools or districts

3.8 What assessment items are given to students?

Mark all that apply.

___ All tested students see the same items
___ Items are sampled
___ Multiple forms are used
___ Locally determined

3.9 What types of tests or assessments are used?

Please see glossary for definitions.

Mark all that apply.

____ Norm-referenced, multiple-choice (NRT)
____ Criterion-referenced, multiple-choice (CRT)
____ Writing samples
____ Performance assessment
____ Portfolios
____ Others. Please explain. ______________________

3.10 Are the tests normed?

Mark one.

____ Yes ____ No

If yes, what norms are used to report scores?

Mark all that apply.

____ NAEP norms
____ National
____ State
____ Regional
____ Local
____ Categorical (e.g., urban, rural, etc.)

3.11 Does this component include commercial assessment instruments?

Mark one.

____ Yes ____ No

If "Yes," what kind are they?

Mark all that apply.

____ Off-the-shelf
____ Customized off-the-shelf
____ Built from commercial item banks
____ Custom developed

Please name the instruments: ______________________
____
____
____

3.12 Does this component include SEA developed assessments?

Mark one.

____ Yes ____ No

If yes, from whom, if anyone, did your state receive assistance in developing this assessment component?

Mark all that apply.

____ Universities
____ Consultants
____ Commercial testing firms
____ Other. Please explain. ______________________________

____

3.13 If this component included non-traditional items or assessments, did your state encounter any major difficulties in developing them?

____ Yes ____ No

3.14 If yes to 3.13, mark the most significant problems.

___ Insufficient time
___ Insufficient financial resources
___ Insufficient evidence of technical quality
___ Unclear purpose(s) for assessment
___ Inadequate theoretical framework
___ Resistance to change to non-traditional methods from:
  ___ Teachers
  ___ Parents
  ___ Students
  ___ Legislature
  ___ Governor's Office
  ___ Lobbying groups (specify):
  ____

REVISED –>

3.15 What uses are made of the results of the assessment?

Mark all that apply.
Items have been grouped conceptually.

Instructional Process
  ___ Student diagnosis or placement
  ___ Improvement of instruction, curriculum
  ___ Program evaluation
  ___ Other: ______________________________

"Honors" diploma means a special diploma based on high performance.

"Endorsed" diploma means a special seal on the diploma recognizes satisfactory performance.

"High school graduation" means that students are awarded or denied diplomas based on performance.

Accountability: for students
___ Student awards or recognition
___ Student promotion
___ Honors high school diploma
___ Endorsed high school diploma
___ High school graduation (exit requirement)
___ Other: ______________________________

Accountability: for schools
___ School awards or recognition
___ School performance reporting (e.g., school report cards)
___ High school skills guarantee
___ School accreditation
___ Other intervention: ______________________

Accountability: for staff
___ Teacher awards or recognition
___ Teacher monetary awards (i.e., bonuses)
___ Teacher evaluation or certification
___ Teacher salary adjustments (i.e., merit pay)
___ Other: ______________________________

3.16 Does this assessment component have consequences of the following sort?

Mark all that apply.

FOR SCHOOLS
___ Funding gain
___ Exemption from regulations
___ Warnings
___ Probation, watch lists
___ Funding loss
___ Accreditation loss
___ Takeover
___ Dissolution
___ Other: ______________________________

FOR STAFF
___ Financial rewards
___ Certification status gain
___ Probation
___ Certification status loss
___ Financial penalties
___ Other: ______________________________

REVISED -->

3.17 On this assessment, have performance standards or acceptable levels of school or student performance been set?

School:	Student:
____ Yes	____ Yes
____ No	____ No

NEW -->

Please include samples of written work, if possible.

3.18 What are the performance standards or acceptable levels of performance referred to in question 3.17?

____

____

____

____

NEW -->

Please circle the appropriate response for each category.

3.19 Are the performance standards or high school graduation requirements different for special needs students?

	H.S. Graduation	Performance Standards
LEP	Yes No	Yes No
IEP	Yes No	Yes No

If you circled "Yes" in any square above, please explain.

____

____

3.20 If IEP/LEP students are exempted from an assessment, what are the exemption criteria?

NEW -->

For time in country or school district, please specify the length of time.

	IEP	LEP
Participation in special program		
Teacher/Administrator recommendation		
English language proficiency		
Time in U.S. or school district		
Other. Specify:		

REVISED ->

3.21 What kind of accommodations are allowed for IEP or LEP students?

In each column, check all that apply.

	IEP	LEP
Excluded from assessment		
Included, no accommodation		
Included, with accommodation		
Alternative or different test		
Audio-taped/read instructions/questions		
Audio-taped responses		
Braille		
Extra time		
Flexible scheduling		
Large print		
Multiple/extra testing sessions		
Separate testing setting		
Simplification/clarification of directions		
Small group administration		
Use of dictionaries/word lists		
Word processor		
Other languages (all but reading)		

Other: (please specify) ______________________________

NEW ->

3.22 If alternative assessments are used for IEP or LEP students, please identify and describe them.

IEP: ______________________________

____

LEP: ______________________________

____

3.23 How are these alternative IEP and LEP assessments scored?

IEP: ______________________________

NEW ->

____

LEP: ______________________________

____

REVISED -->

3.24 Are results reported publicly by schools, districts, or the state? If so, at what level is the information reported?

If a report is released at the school, district, or state level, please check the boxes that correspond with the level at which the information is aggregated or disaggregated.

	Who Releases?		
Level of reporting:	School	District	State
Individual students			
Students in each classroom			
Classroom summary			
Grade summary			
Students in each school			
School summary			
District summary			
Gender			
Race			
SES			
Other:			

NEW -->

3.25 Are the scores for IEP and LEP students reported in these publicly released reports?

Check as appropriate.

We are only interested in reports that are released publicly, not individual student reports that are released to parents or teachers.

	IEP	LEP
Excluded from regular reports and averages; separate group summary report released		
Excluded from regular reports and averages, no separate group summary report released		
Included in regular reports; separate group summary reports also released		
Included in regular reports; no separate group summary report released		

NEW -->

3.26 In dollar terms, how much did it cost to operate this assessment component for the 1994-95 school year?

Please include both administrative and contractual costs.

Please provide either or both figures you may have available.

Total $__________________

Cost per student tested $__________________

3.27 Is this program audited? That is, is it reviewed for procedure and integrity?

Is this program evaluated? That is, is it reviewed for quality and validity?

	Yes	No
Audited		
Evaluated		

Glossary for Use with Association of State Assessment Programs Annual Survey

Cloze procedure: a kind of assessment item that uses any of a variety of fill-in-the-blank procedures, where the blank is embedded in a textual context.

Component: For the purposes of this survey, determine the number of components your state has in its total assessment program according to : 1) the form of the assessment used, and 2) the way results are used. For example:

1) Different formats: If your state has a criterion-referenced test, a norm-referenced test, and a writing sample, you would report three components; or
2) Different purposes: If your state uses an assessment primarily to determine high school graduation, another to assess school readiness, and a third to determine student's achievement compared to a state standard, you would report three components.

However, if your state uses one test for several different purposes, report only one component. On the other hand, if you use a number of different formats (for example, portfolio, NRT and CRT) for one purpose (for example, high school graduation), report three components. Finally, do not report separate components if the only difference between components is the subject area covered. For example, if your state uses a norm-referenced test in reading, mathematics, social studies, and science, report only one testing component.

Computer-adaptive testing: any assessment that requires the student to respond to the assessment items or task with the aid of a computer where the software selects next problem or task based on the student's prior responses.

Content standards: statements which specify what students should know or be able to. When set by states, these statements tend to be general and less concrete than performance standards.

Curriculum frameworks: one mechanism for linking learner standards and state goals. These frameworks provide sufficient guidance to curriculum developers and teachers throughout a state to ensure that curriculum and instruction drive towards the state goals while assuring that learner standards are met. Examples are Indiana's Proficiency Guides and California's Curriculum Frameworks.

Enhanced multiple-choice: any multiple-choice question that requires more than the selection of one correct response. Often, the task requires the students to explain their responses.

Extended-response, open-ended: any item or task that requires the student to produce an extended written response to an item or task that does not have one right answer (for example, an essay or laboratory report).

FTE: Full time equivalent.

Final Title I Assessment Plan: The final Title I plan for assessment or evaluation of student performance which states must submit by the 2000-2001 school year will need to meet all of the requirements in Improving America's Schools Act.

Group performance assessment: any assessment which requires the students to perform the assessment task in a group setting. For example, a performance assessment, as defined in individual performance assessment, becomes a group performance assessment when the task is performed in a group and the individual's rating is based on his performance as part of that group.

Individual performance assessment: any assessment that requires the student to perform (in a way that can be observed) an assessment task by him- or herself. For example, students may be asked to perform a laboratory experiment or carry out a community service project, and write up results. The performance of the laboratory experiment and the community service project makes this an individual performance assessment vs. an extended-response when the quality of the performance itself, and not just the quality of the writing is rated.

Interview: an assessment technique where the student responds to verbal questions from the assessor.

LEA: local education agency; refers to the school district.

Learner standards: statements which specify what students should know or be able to do. When set by states, these statements tend to be general and less concrete than performance standards. An example would be, "Students in our state shall write in a variety of forms, e.g., notes, letters, instructions, stories, and poems, for a range of purposes, e.g., to plan, inform, explain, entertain."

Measures of the enacted curriculum: the presence of educational approaches necessary to provide students with appropriate instruction on which they will be assessed; "opportunity to learn" standards hold the school accountable for providing these learning opportunities.

Non-traditional test items: any assessment activity other than a multiple-choice item from which the student selects one response. These items or performances are scored or rated using an agreed-upon set of criteria which may take the form of a scoring guide, a scoring rubric, or comparison to benchmark papers or performances.

Observation: an assessment technique that requires the student to perform a task while being observed and rated using an agreed-upon set of scoring criteria.

Opportunity to learn standards: see "Measures of the enacted curriculum."

Performance Standards: how well a student has to perform in order to perform at a satisfactory or other specified level.

Portfolio: an accumulation of a student's work over time which demonstrates the student's best performance, typical performance, or growth in performance.

Project, exhibition, or demonstration: a complex task over time which requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria, which can be assessed within the one project, exhibition, or demonstration.

SEA: State education agency.

Short-answer, open-ended: any item or task that requires the production of a short written response on the part of the respondent. most often, there is a single right answer (for example, a fill-in-the-blank or short written response to a question). "Constructed" response items, where the student grids the answer directly (not picking from a list) are included in this definition.

State goals: statements which specify desired or valued expectations for students, schools, or school systems. They do not say what students should know or what schools should do. They do detail the end-points of the educational enterprise, the reasons schools exist. An example would be, "All people of this state will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society."

Student expectations: statements which specify what students should know or be able to. When set by states, these statements tend to be general and less concrete.

Transitional Title I Assessment Plan: The Title I assessment and evaluation plan states will use between 1995-96 and the 2000-2001 school years to assess the impact of Title I programs on students.

SUMMARY TABLE

Summary Table: Statewide Assessment Programs, School Year 1994-1995

		Grades													Subjects								Test Type						Testing Program Purposes												Testing Program Consequences												
ST	# COM	Kg	1	2	3	4	5	6	7	8	9	10	11	12	LA	R	W	M	Sc	SS	Voc	Ap	NRT	CRT	WS	Per	Prt	COR	StD	Imp	PE	StA	StP	HD	ED	HSG	ScA	SPR	HSk	Acr	FG	ER	War	PWL	FL	AcL	T	D	FR	CSG	Pr	CSL	FP
AK	2	-	-	-	-	A	V	A	-	A	-	V	-	-	A	A	V	A	-	-	-	-	A	-	V	-	-	-	A	A	A	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AL	8	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-	A	A	A	A	-	-	A	A	A	A	-	-	-	-	A	-	A	-	-	-	-	A	A	-	A	A	-	-	A	-	-	-
AR	1	-	-	-	-	A	-	-	A	-	-	A	-	-	A	A	-	A	A	A	-	-	A	-	-	-	-	-	A	A	A	-	-	-	-	-	-	-	-	-	-	-	A	A	-	-	-	-	-	-	-	-	-
AZ	1	-	-	-	-	A	-	-	A	-	-	A	-	-	A	A	-	A	-	-	-	-	A	-	-	-	-	-	A	A	A	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CA	2	-	-	-	-	-	-	-	-	-	V	V	V	V	-	-	-	V	V	V	V	-	V	V	V	V	V	-	-	V	V	V	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CT	2	-	-	-	-	A	-	A	-	A	-	A	-	-	A	A	A	A	A	-	-	-	-	A	A	A	-	-	A	A	A	A	-	-	-	-	-	A	A	-	A	-	-	-	-	-	-	-	-	-	-	-	-
DE	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	-	-	-	-	A	-	A	A	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FL	3	-	-	-	-	A	-	-	-	A	-	A	A	-	-	A	A	A	-	-	-	-	A	A	A	-	-	-	-	A	A	A	-	-	-	A	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GA	5	A	-	-	A	-	A	-	-	A	-	-	A	-	A	A	A	A	A	A	-	-	A	A	A	A	-	A	A	A	A	-	-	-	-	A	A	A	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-
HI	3	-	-	-	A	-	-	A	-	A	-	A	-	-	A	A	-	A	-	-	-	-	A	A	-	-	-	-	A	A	A	-	-	-	-	A	-	A	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-
IA	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ID	2	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	A	A	-	-	-	-	A	-	A	-	-	-	-	A	-	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IL	1	-	-	-	A	A	-	A	A	A	-	A	A	-	-	A	A	A	A	A	-	-	A	A	A	-	-	-	-	-	-	-	-	-	-	-	-	A	-	A	-	A	-	A	A	A	-	-	-	-	-	-	-
IN	1	-	-	A	A	-	-	A	-	A	A	-	-	-	A	-	-	A	A	A	-	-	A	A	-	-	-	-	A	A	A	-	A	-	-	-	A	A	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-
KS	1	-	-	-	A	A	A	-	A	A	-	A	A	-	-	A	-	A	A	A	-	-	-	A	-	A	-	-	-	A	A	-	-	-	-	-	-	A	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-
KY	3	-	-	-	-	A	A	-	-	A	-	-	A	A	-	A	A	A	A	A	A	-	-	-	-	S	A	A	-	A	A	-	-	-	-	-	A	-	-	-	-	A	A	A	A	-	A	A	A	-	S	-	S
LA	4	A	-	-	A	A	A	A	A	-	-	A	A	-	A	A	A	A	A	A	-	-	A	A	A	A	-	-	A	A	A	A	A	-	-	A	-	A	A	-	A	-	-	-	A	-	-	-	-	-	-	-	-
MA	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MD	3	-	-	-	A	-	A	-	A	A	-	-	-	-	A	A	A	A	A	A	-	-	S	A	A	A	-	-	A	A	A	-	-	-	-	A	A	A	A	A	A	-	A	A	-	A	A	-	-	-	-	-	-
ME	1	-	-	-	-	A	-	-	-	A	-	-	A	-	-	A	A	A	A	A	-	-	-	-	A	-	-	A	-	A	A	A	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MI	2	-	-	-	-	A	A	-	A	A	-	A	A	-	-	A	-	A	A	-	S	-	-	A	-	-	S	-	-	A	A	A	-	-	A	-	A	A	-	A	-	-	A	A	A	A	A	A	-	-	-	-	-
MN	1	-	-	-	-	V	V	V	-	V	V	-	V	-	V	V	V	V	V	V	-	-	-	V	V	V	-	-	-	V	V	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MO	2	-	-	-	S	-	S	S	-	S	-	S	S	-	S	-	S	S	S	S	-	-	-	S	S	-	-	-	S	S	S	S	-	-	-	-	-	-	-	S	-	-	-	-	-	S	-	-	-	-	-	-	-
MS	3	-	-	-	-	A	A	A	A	A	A	-	A	-	A	A	A	A	-	-	-	-	A	A	A	A	-	-	A	A	A	-	-	-	-	A	-	-	-	A	-	A	A	A	-	A	A	-	-	-	-	-	-
MT	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	A	A	-	-	A	-	-	-	-	-	-	A	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NC	3	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-	-	S	A	A	-	-	A	A	A	A	-	-	-	-	A	-	A	-	A	A	A	A	A	-	A	-	-	A	-	-	-	-
ND	1	-	-	-	A	-	-	A	-	A	-	-	A	-	A	A	-	A	A	A	-	-	A	-	-	-	-	-	A	A	A	A	-	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-
NE	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NH	1	-	-	-	A	-	-	-	-	-	-	-	-	-	A	-	A	A	-	-	-	-	-	A	A	-	-	A	-	A	-	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NJ	2	-	-	-	-	-	-	-	-	A	-	-	A	-	-	A	A	A	-	-	-	-	-	A	A	A	-	A	A	A	A	-	-	-	-	A	-	A	-	A	-	-	-	A	A	A	A	-	-	-	-	-	-
NM	4	-	A	A	A	A	A	A	-	A	-	A	-	-	A	A	A	A	A	A	-	-	A	A	A	L	L	-	A	A	A	-	A	-	-	A	-	A	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NV	3	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	A	A	-	-	-	-	A	-	A	-	-	-	A	A	-	-	-	-	-	A	-	A	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NY	8	-	-	-	A	A	A	A	-	A	A	A	A	V	-	A	A	A	A	A	V	-	-	A	A	A	-	A	A	A	A	V	-	V	V	V	-	A	-	-	-	-	-	A	-	-	-	-	L	L	L	L	L
OH	4	-	-	-	-	A	-	A	-	A	A	-	-	A	A	A	A	A	-	-	-	-	A	A	A	A	-	A	-	A	A	-	-	A	-	A	-	A	-	-	-	-	A	A	-	-	-	-	-	-	-	-	-
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OR	2	-	-	-	A	-	A	-	-	A	-	-	A	-	-	A	A	A	-	-	-	-	-	A	A	-	-	-	-	A	A	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PA	2	-	-	-	-	-	A	V	-	A	V	-	A	-	-	A	V	A	-	-	-	-	-	A	V	A	-	-	-	A	A	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RI	2	-	-	-	-	A	-	-	-	A	-	A	-	-	-	A	A	A	-	-	-	-	A	-	A	-	-	-	A	A	A	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SC	2	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	-	-	-	A	A	A	-	-	-	A	A	A	-	A	-	-	A	A	A	A	-	A	A	A	A	A	-	-	-	-	-	-	-	-
SD	2	-	-	-	-	A	-	-	-	A	A	-	A	-	A	-	-	A	A	A	-	A	A	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TN	4	-	-	A	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-	-	A	A	A	-	-	-	A	A	A	-	-	A	A	A	A	A	-	-	A	-	A	A	-	-	A	-	-	-	-	-	-
TX	1	-	-		A	A	A	A	A	A	-	A	-	-	-	A	A	A	A	A	-	-	-	A	A	-	-	A	A	A	A	A	-	-	-	A	A	A	A	A	-	A	A	A	-	A	A	A	-	-	-	-	-
UT	3	-	V	V	V	V	A	V	V	A	V	V	A	V	A	A	V	A	A	A	-	-	A	V	V	V	-	-	A	A	A	A	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
VA	2	-	-	-	-	A	-	A	A	A	A	A	A	-	A	A	A	A	A	A	-	-	A	A	A	-	-	-	A	A	A	A	A	-	-	A	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
VT	2	-	-	-	-	V	V	-	-	V	-	-	-	-	-	-	V	V	-	-	-	-	-	V	V	V	V	-	-	V	V	-	-	-	-	-	-	V	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
WA	1	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	-	A	A	A	-	-	A	A	-	-	-	-	A	A	A	-	-	-	-	-	-	A	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-
WI	2	-	-	-	A	A	-	-	-	A	-	A	-	-	A	A	A	A	A	A	-	-	A	A	A	-	-	-	A	A	A	-	-	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
WV	3	-	A	A	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-	-	A	A	A	A	-	-	-	A	A	-	-	-	-	-	-	A	A	A	-	-	-	-	-	A	-	-	-	-	-	-	-
WY	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	45	2	3	5	23	32	24	22	17	40	15	25	30	5	30	39	34	45	30	27	4	2	31	33	34	17	4	10	27	44	39	12	5	3	3	17	8	35	8	12	8	8	12	15	6	11	9	4	2	1	1	0	1

Note: CO and MA suspended their statewide assessment programs in 1994-1995. CA suspended the mandatory part of their statewide assessment program in 1994-1995.

Summary Table Legend

Notes: Totals are computed by adding up the number of A's, S's, and V's in each column. In any cell, only one description is included. If multiple component descriptions were present in the same cell, then this cell was coded to match the component testing the most students. See Part III responses of the SSAP database for component names and component-level descriptions.

Cell Contents
(indicates at least one component where)
A - All students are tested
S - Students are sampled
V - Inclusion is voluntary for students, schools, or school districts
L - Decision is made at local level

#COM - Number of Assessment Components

Subjects
LA - Language Arts
R - Reading
W - Writing
M - Math
Sc - Science
SS - Social Studies
Voc- Vocation Ed
Ap - Aptitudes

Test Type

Multiple-Choice Testing
NRT-Norm-referenced Testing
CRT-Criterion-referenced Testing

Writing Assessment
WS -Writing Samples

Alternative Assessments
Per-Performance Testing
Prt-Portfolio Assessment
COR-Constructed, Open-Response Items

Testing Program Purposes

Instructional Process
StD-Student diagnosis or placement
Imp-Improvement of instruction, curriculum
PE -Program evaluation

Student Accountability
StA-Student awards or recognition
StP-Student promotion
HD -Honors diploma
ED -Endorsed diploma
HSG-High school graduation (exit requirement)

School Accountability
ScA-School awards or recognition
SPR-School performance reporting
HSk-High school skills guarantee
Acr-School accreditation

Testing Program Consequences

For Schools
FG -Funding gain
ER -Exemption from regulations
War-Warnings
PWL-Probation, watch lists
FL -Funding loss
AcL-Accredition loss
T -Takeover
D -Dissolution

For School Staff
FR -Financial rewards
CSG-Certification status gain
Pr -Probation
CSL-Certification status loss
FP -Fianancial penalties

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STATE ASSESSMENT DIRECTORS

State Assessment Director

AK Director: Dr. Dennis McCrea
Administrator, Office of Standards and Assessment
Address: Alaska Department of Education
801 W. 10th Ave.
Juneau AK 99801
Phone: 907-465-8680 Fax: 907-463-5279

AL Director: Dr. Gloria Turner
Coordinator, Student Assessment Section
Address: 50 N. Ripley St., Room 3304
Gordon Persons Bldg.
Montgomery AL 36130
Phone: 334-242-8038 Fax: 334-242-7341

AR Director: Gayle Potter
Lead Planner, Research and Design Team
Address: #4 State Capitol Mall, 106A
Little Rock AR 72201
Phone: 501-682-4558 Fax: 501-682-4886

AZ Director: Ms. Brenda Henderson
Director of Student Achievement and Assessment
Address: Arizona Dept. of Education
1535 W. Jefferson
Phoenix AZ 85007
Phone: 602-542-3824 Fax: 602-542-3620

CA Director: Ms. Gwen Stephens
Assistant Superintendent
Address: Assessment and Testing, CA Department of Education
P.O. Box 944272, 721 Capitol Mall, 4th Floor
Sacramento CA 95814
Phone: 916-657-3011 Fax: 916-657-4964

CO Director: Wayne Martin
Assessment Director
Address: Colorado Department of Education
1580 Logan Street, Suite 740
Denver CO 80203
Phone: 303-894-2146 Fax: 303-894-2141

CT Director: Dr. Douglas A. Rindone
Chief, Bureau of Evaluation and Student Assessment
Address: Connecticut State Department of Education
P.O. Box 2219
Hartford CT 06145
Phone: 860-566-1684 Fax: 860-566-1625

State Assessment Director

DE Director: Dr. Rebecca Kopriva
Education Associate
Address: Townsend Building
Loockerman & Federal Streets
Dover DE 19901
Phone: 302-739-2768 Fax: 302-739-3092

FL Director: Dr. Thomas H. Fisher
Administrator, Student Assessment Services
Address: Turlington Building
325 West Gaines Street
Tallahassee FL 32399
Phone: 904-488-8198 Fax: 904-487-1889

GA Director: Mr. Larry Parker
Director, Testing and Evaluation Unit
Address: Georgia Department of Education
1870 Twin Towers East
Atlanta GA 30334
Phone: 404-656-2668 Fax: 404-656-5976

HI Director: Mr. Selvin Chin-Chance
Administrator, Testing Office
Address: Hawaii Department of Education
3430 Leahi Ave., Bldg. D
Honolulu HI 96815
Phone: 808-733-9003 Fax: 808-733-4841

IA Director: Dr. Leland Tack
Administrator
Address: Iowa Department of Educaiton
Grimes State Office Building
Des Moines IA 50319
Phone: 515-281-5293 Fax: 515-242-5988

ID Director: Ms. Sally Tiel
Coordinator: Guidance/Assessment/Evaluation
Address: 650 W. State St. P.O. Box 83720
Len B. Jordan Bldg.
Boise ID 83720
Phone: 208-334-2113 Fax: 208-334-4664

IL Director: Dr. J. Robert Sampson
Division Administrator
Address: Illinois State Board of Education
100 N. First St.
Springfield IL 62777
Phone: 217-782-4823 Fax: 217-782-6097

State Assessment Director

IN Director: Dr. Rick Peters
Director, Division of School Assessment
Address: State House
Room 229
Indianapolis IN 46204
Phone: 317-232-9050 Fax: 317-232-9121

KS Director: Dr. Ann Harrison
Director, Planning, Research, Evaluation
Address: Kansas Department of Education
120 S.E. 10th Ave.
Topeka KS 66612
Phone: 913-296-3605 Fax: 913-296-7933

KY Director: Dr. Ed Reidy
Deputy Commissioner
Address: Kentucky Department of Education
500 Mero St.
Frankfort KY 40601
Phone: 502-564-2106 Fax:

LA Director: Ms. Rebecca Christian
Director, Pupil Accountability
Address: LA Dept. of Education
P.O. Box 94064
Baton Rouge LA 70804
Phone: 504-342-3748 Fax: 504-342-3684

MA Director: Katherine Viator
Assessment Coordinator
Address: MA Department of Education
350 Main St.
Malden MA 02148
Phone: 617-388-3300 Fax: 617-388-3396

MD Director: Dr. Steve Ferrara
Director of Student Assessment
Address: Maryland State Department of Education
200 W. Baltimore St.
Baltimore MD 21201
Phone: 410-767-0080 Fax: 410-333-0052

ME Director: Dr. Brud Maxcy
Coordinator, Maine Educational Assessment
Address: Maine Department of Education
State House Station #23
Augusta ME 04333
Phone: 207-287-5996 Fax: 207-287-5995

State Assessment Director

MI Director: Dr. Diane Smolen
Supervisor, Educational Assessment Program
Address: Michigan Department of Education/MEAP
P.O. Box 30008
Lansing MI 48909
Phone: 517-373-8393 Fax: 517-335-1186

MN Director: Ms. Iris McGinnis
Director of Graduation Standards
Address: Capitol Square, 550 Cedar Street
Room 730
St. Paul MN 55101
Phone: 612-282-6279 Fax:

MO Director: Mr. James L. Friedebach
Director, Assessment Section
Address: Missouri Department of Elementary and Secondary Ed
P.O. Box 480
Jefferson City MO 65102
Phone: 314-751-1395 Fax: 314-526-0812

MS Director: Dr. Cynthia Ward
Director, Student Assessment
Address: State Department of Education
P.O. Box 771
Jackson MS 39205
Phone: 601-359-3052 Fax: 601-359-2471

MT Director: Ms. Dori Nielson
Sr. Education Analyst
Address: State Capitol
Box 202501
Helena MT 59620
Phone: 406-444-3656 Fax: 406-444-3924

NC Director: Dr. Chris Averett
Director of Accountability Services
Address: Department of Public Instruction
301 N. Wilmington St.
Raleigh NC 27603
Phone: 919-715-1207 Fax: 919-715-1204

ND Director: Dr. David L. Lee
Director: Counseling, Testing, DFS, etc.
Address: North Dakota Dept. of Public Instruction
600 E. Boulevard Ave.
Bismarck ND 58505
Phone: 701-328-2269 Fax: 701-328-4770

State Assessment Director

NE Director: Mr. Jack Gilsdorf
Director of Assessment and Evaluation
Address: 301 Centennial Mall South
P.O. Box 94987
Lincoln NE 68509
Phone: 402-471-2444 Fax: 402-471-0117

NH Director: Mr. William B. Ewert
Director
Address: NH Educational Improvement and Assessment Program
101 Pleasant Street
Concord NH 03301
Phone: 603-271-2298 Fax: 603-271-1953

NJ Director: Mr. Jerry E. DeMauro
Director, Bureau of Assessment
Address: New Jersey Department of Education
CN500
Trenton NJ 08625
Phone: 609-292-5180 Fax: 609-984-6032

NM Director: Dr. Carroll L. Hall
State Director
Address: State Department of Education
Education Building
Santa Fe NM 87501
Phone: 505-827-6524 Fax: 505-827-6696

NV Director: Dr. Thomas W. Klein
Coordinator, Nevada Profic. Exam. Program
Address: Capitol Complex
400 W. King St.
Carson City NV 89710
Phone: 702-687-3913 Fax: 702-687-5660

NY Director: David R. Bower
Coordinator of Assessment
Address: New York State Education Department
Washington Ave., Room 773 EBA
Albany NY 12234
Phone: 518-474-5902 Fax: 518-474-1989

OH Director: Dr. E. Roger Trent
Director
Address: Division of Assessment and Evaluation
65 S. Front St., Room 202
Columbus OH 43215
Phone: 614-466-3224 Fax: 614-644-5960

State Assessment Director

OK Director: Position is currently vacant.
Director of Student Assessment
Address: Oklahoma State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City OK 73105
Phone: 405-521-3341 Fax: 405-521-6205

OR Director: Mr. Wayne Neuberger
Coordinator, Assessment and Evaluation
Address: Oregon Department of Education
255 Capitol St., NE
Salem OR 97310
Phone: 503-378-8004 Fax: 503-373-7968

PA Director: Mr. James Hertzog
Chief, Division of Evaluation and Reports
Address: 333 Market St.
Pennsylvania Department of Education
Harrisburg PA 17126
Phone: 717-787-4234 Fax: 717-783-6642

RI Director: Dr. Pat DeVito
Director, Outcomes and Assessment
Address: Rhode Island Department of Education
22 Hayes St.
Providence RI 02908
Phone: 401-277-3126 Fax: 401-277-4979

SC Director: Dr. Susan A. Agruso
Director, Office of Assessment
Address: S.C. Department of Education
604 Rutledge Building
Columbia SC 29201
Phone: 803-734-8298 Fax: 803-734-8886

SD Director: Mr. Gary Skoglund
Director, Testing and Guidance
Address: South Dakota Department of Education
620 E. Missouri Ave.
Pierre SD 57501
Phone: 605-773-5229 Fax: 605-773-6139

TN Director: Dr. Fretta M. Bunch, Ed. D.
Director, State Testing and Evaluation Center
Address: University of Tennessee
1914 Andy Holt Ave.
Knoxville TN 37996
Phone: 423-974-5385 Fax: 423-974-5461

State Assessment Director

TX Director: Mr. Keith Cruse
Senior Director
Address: 1701 N. Congress
Division of Student Assessment
Austin TX 78701
Phone: 512-463-9536 Fax: 512-463-9302

UT Director: Dr. David Nelson
Director of Evaluation and Assessment
Address: Utah State Office of Education
250 East 500 South
Salt Lake City UT 84111
Phone: 801-538-7810 Fax: 801-538-7521

VA Director: Dr. Doris Redfield
Chief, Assessment & Reporting
Address: Virginia Department of Education
P.O. Box 2120
Richmond VA 23218
Phone: 804-225-2102 Fax: 804-371-8978

VT Director: Position is vacant
Director of Educational Policy and Planning
Address: Vermont Department of Education
120 State St.
Montpelier VT 05620
Phone: 802-828-3353 Fax: 802-828-3146

WA Director: Duncan MacQuarrie, Ed.D.
Director, Curriculum and Assessment
Address: P.O. Box 47200
Old Capitol Building
Olympia WA 98504
Phone: 360-753-3449 Fax: 360-586-2728

WI Director: B. Darwin Kaufman, PhD
Director, Office for Educational Accountability
Address: Wisconsin Department of Public Instruction
P.O. Box 7841
Madison WI 53707
Phone: 608-267-9111 Fax: 608-266-8770

WV Director: Ms. Karen Nicholson
Assistant Director
Address: Building 6, Room B-057
1900 Kanawha Blvd.
Charleston WV 25305
Phone: 304-558-2651 Fax: 304-558-1613

State Assessment Director

WY Director: Dr. Alan Sheinker
Director of Data/Technology
Address: Hathaway Building
2300 Capital Ave.
Cheyenne WY 82002
Phone: 307-777-6213 Fax: 307-777-6234

PART I
GENERAL CONCERNS

Part 1.1 Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.

ST	Response
AK	The Iowa Test of Basic Skills (ITBS) has been administered in the spring at grades 4, 8, and 11 for past six years. Established by state legislator for accountability for district purposes.
AL	Students in grades 2 through 12 are tested with a variety of assessments. Norm-referenced assessments are given for comparative data to show the state's relative position in the nation. Criterion-referenced assessments are given to determine the strengths and weaknesses of students and to improve instruction and curriculum.
AR	Last year all students in grades 4, 7 and 10 took state-adopted, norm-referenced test (Stanford 8). Testing data was reported by district on state report card.
AZ	Arizona is only implementing the NRT portion of the testing program. The state-level performance-based program is on hold at this time.
CA	During the 1994-95 academic year, California statewide assessment efforts were curtailed due to the Governor's veto of an assessment bill intended to continue AB 662 (which included California Learning Assessment System [CLAS]). . Some assessment elements of the previous legislation were continued during 1994-95 (e.g., Golden State Examinations, career technical assessments developmental efforts, some portfolio efforts, and initial efforts of a process to review published assessments for local use), but the major statewide assessment program for California, CLAS, was allowed to sunset. Some details of the limited 1994-95 efforts follow. . Golden State Examinations (GSE) are voluntary end-of-course exams. The GSE program offers high school and middle grade students the opportunity to be voluntarily assessed at the end of key courses to earn recognition for academic achievement. In 1994-95, GSE exams were offered in algebra, geometry, U.S. history, economics, chemistry, biology, and coordinated science. New exams in composition and integrated mathematics were field tested. . Developmental efforts on career technical assessments continued. . Pilot efforts in portfolio assessment continued. A number of schools piloted alternative models of portfolio assessments during the 1994-95 academic year. Some of these schools piloted content specific portfolios in language arts, mathematics, history, and science. In addition, some schools worked with existing networks and models, especially the California Learning Record, K-4 Full Vision Pilot, and the New Standards portfolio pilots. . Initial efforts of a "review and approve" process of published assessments for local district use began (in anticipation of new legislation which purportedly would contain a voluntary local assessment dimension).
CO	The Colorado Student Assessment Program was designed to provide state-level information, based on statewide samples of students, generally in grades 4, 7, and 10. A variety of instruments is used on a rotating basis: ITBS/TAP in year one, writing assessment in year two, math/science in year three. The cycle is repeated to measure change over time. NAEP trial state assessment is also part of the program. The Colorado Student Assessment Program was suspended for the 1993-1994, 1994-1995, and 1995-1996 school years. A new program will be developed, based on content standards for grades 4, 8, and 11, beginning with the 1996-1997 school year. The learning areas include reading, writing, mathematics, science, history and geography. Art, music, civics, economics, foreign languages, and physical education will also be included. An assessment budget is being used to develop content standards for all 12 areas. The new assessment program will probably be a mixture of traditional and nontraditional measures. To provide an initial anchor for the new program, Colorado will continue to participate in the state assessment component of NAEP. It participated, as a state, in the Third International Mathematics and Science Study (TIMSS) for population 1 (third and fourth graders).

Part 1.1 **Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.**

ST	Response
CT	Connecticut has a two-pronged approach to assessment: The Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). The CMT is a criterion-referenced test given every fall to every Connecticut fourth-, sixth- and eighth-grade public school student. It assesses mathematics and language arts. Language arts includes reading and writing. The second generation of the CMT includes open-ended and performance items. The CAPT was administered for the first time in the spring of 1994 to all grade 10 students. In addition to traditional item formats, it also has several performance components. The areas tested include mathematics, science, language arts, and an interdisciplinary test. A certification of mastery is awarded to each student listing each section of the test where the state's goal is achieved.
DE	During the 1994-95 school year, the assessment program in Delaware consisted of an Interim Assessment. Students in grades 3, 5, 8, and 10 were administered an NRT survey battery and performance assessments in reading and mathematics. A state-developed writing assessment was administered to students in the same grade. The state requires an annual assessment of student academic performance. The State reports at the student, school, district, and state levels.

Part 1.1 **Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.**

ST **Response**

FL

Grade Ten Assessment Test (GTAT):

The GTAT is a standardized, norm-referenced achievement test. The GTAT consists of two 40-minute multiple-choice subtests that measure the performance of Florida tenth-grade students in the subject areas of reading comprehension and mathematics. The results provide useful information for instructional improvement. They are intended to supplement teacher judgments and to be used in conjunction with other information about students' achievement in the classroom. In April 1995, the GTAT was administered to grade ten high school students enrolled in 452 schools in Florida's 67 counties; the test results reflected the achievement of over 102,670 tenth-grade students. Legislative mandate authorized creation of this assessment.

High School Competency Test (HSCT):

Students in Florida's public schools are required to pass the High School Competency Test (HSCT) in order to receive a standard diploma. The HSCT is a test of the application of basic skills in reading, writing, and mathematics in everyday life situations and is first administered to regular high school students in the 11th grade. The HSCT may be taken up to five times during the 11th and 12th grades. The students may retake the HSCT during an additional year of high school or as an adult as many times as is neccessary. An updated version of the HSCT was administered for the first time in October 1994. During the October 1994 administration, 97,076 grade 11 students took the mathematics section and 96,293 grade 11 students were tested on the communications section of the HSCT. Results of the HSCT are reported using an equated scale score; a minimum scale score of 700 is required for passing each of two sections of the HSCT. The test results provide students, teachers, and counselors with a skill achievement record of all students taking the HSCT; the most important use of these data is to identify specific skill areas in which students require additional instruction. Legislative mandate authorized creation of this assessment.

Florida Writing Assessment Program:

The Florida Writing Assessment requires a student to produce a piece of writing in response to an assigned topic stated in a prompt. Students' writing may be in the form of a story, essay, or letter. The writing is then scored to specific, predetermined criteria. Florida's writing assessment, as a direct measure of writing achievement, requires students to write independently for a variety of purposes (i.e., to explain, tell a story, to persuade) within a 45-minute time period. The writing assessment is intended to provide information about the writing achievement of students at individual, school, district, and state levels. In 1994-95, the writing assessment involved a census assessment in grades 4, 8, and 10. The spring 1995 assessment involved 144,502 grade 4 students, 125,454 grade 8 students, and 105,707 grade 10 students. Results from each assessment provide useful information to classroom teachers and school district administrators about students' writing achievement. Legislative mandate authorized creation of this assessment.

Grade 4 and 8 Norm-Referenced Tests:

The Department of Education collects data resulting from norm-referenced tests (NRTs) administered by local districts in grades 4 and 8. Specifically, districts submit scores in reading and mathematics for all students in grades 4 and 8. The data are compiled by the Department and results for each school and district are reported in the school profile report produced by the Department.

Part 1.1 **Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.**

ST	Response
GA	The Georgia Student Assessment program includes the Georgia Kindergarten Assessment Program (GKAP) individually administered throughout the kindergarten year; Curriculum-Based Assessments (CBAs) via matrix sampling in grades 3, 5, and 8 in mathematics, language arts, reading, science, social studies, and health and in grade 11 for all students for graduation purposes; writing assessments for individual students in grades 3, 5, and 8; norm-referenced testing via matrix sampling in grade 11; and graduation assessment addressing higher-order skills and problem solving including writing in grade 11. Norm-referenced tests (NRTs) include the Iowa Test of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP), which are commercially developed and published. The CBAs, writing assessments, and the GKAP are state-developed assessments by Georgia educators. Results are used to provide information for instructional planning, provide feedback to students and parents, assist in the evaluation of the effectiveness of educational programs, and determine achievement standards and state-level information. The writing assessments, GKAP, the NRTs at grades 3, 5, and 8, and the graduation assessment also provide individual student data. Also schools and systems have the option to administer supplemental CBAs to obtain individual student data.
HI	The Hawaii statewide testing program consists of the following: 1. Stanford Achievement Test (8th Ed.) administered to all eligible students in grades 3, 6, 8, and 10 to provide comparative national data at the class, school, district, and state level. 2. Hawaii State Test of Essential Competencies (HSTEC) to students in grades 10 through 12 to assess attainment of 15 Essential Competencies for diploma certification purposes. Students are allowed multiple attempts. 3. The Essential Competencies Certification Center, which is an open-ended response version of the HSTEC above, provided as an option to students who did not pass the state test on their first attempt. 4. Credit by examination, which allows students to earn course credit by passing selected content area tests.
IA	Iowa does not have a mandated state assessment program. All districts must include student achievement goals in their plans and develop an assessment system to monitor progress toward those goals, but the selection of the instruments and the schedule of administration are determined locally. Approximately 99 percent of all districts participate in the Iowa Testing Program on a voluntary basis.
ID	Idaho's current assessment program consists of a Direct Writing Assessment for grades 4, 8, and 11 and standardized testing for grades 4 and 8 using the Iowa Tests of Basic Skills (form K) and the Tests of Achievement and Proficiency for grade 11. Our testing program is mandated by the state board of education and the results are used for the improvement of curriculum and instruction throughout the state. We also have a new direct mathematics assessment for grades 4 and 8 and interdisciplinary assessments for grades 9 through 12. These assessments are optional at this time.
IL	All students in grades 3, 6, 8, and 10 are tested via the Illinois Goal Assessment Program (IGAP) in reading, mathematics, and writing. All students in grades 4, 7, and 11 are tested via IGAP in science and social science. Results are used for trend comparisons and comparisons to the criterion-referenced state standards. At the state level, they are used for accountability, school designations and recognition status, and policymaking. At the school level they are used for program evaluation and school improvement planning.
IN	Grades 2, 3, 6, 8, and 9--used for remediation and retention, media reports.
KS	In order to prepare students for the 21st century, we are focusing on process as well as product in all of our assessments. Measurement of higher-order skills has taken the place of basic skills assessment. We are including a performance-based format in all areas. Where multiple choice is still a necessity, questions focus on cognitive processes and greater care is given to measuring problem solving and critical thinking.

Part 1.1 **Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.**

ST	Response
KY	The Kentucky Instructional Results Information System (KIRIS) assessment comprises three components: open-response, performance events, and portfolios in mathematics and writing. All 4th, 8th, and 11th graders participate. The program is administered as the cognitive component of a "high-stakes" school building and local school district accountability requirement.
LA	The Louisiana Educational Assessment Program includes a kindergarten developmental readiness screening program; criterion-referenced tests that are administered in grades 3, 5, and 7 in math and language arts that are based on state curricular standards; a Graduation Exit Examination in the subjects of English/language arts, written composition, math, science, and social studies that must be passed to receive a state diploma; and a norm-referenced test administered at grades 4 and 6.
MA	No student testing done in 1994-1995.
MD	1. Grades 7 through 12: The Maryland Functional Tests are a high school graduation requirement that uses multiple choice CRTs in reading, mathematics, and citizenship. These tests are administered by pencil and paper, and are computer adaptive. 2. Grades 7 through 12: The Maryland Writing test is also a high school graduation requirement that uses two writing samples, narrative and expository. 3. Samples of students in grades 3, 5, 8: A norm-referenced testing program uses the CTBS/4 in math, reading comprehension, and language for state- and district-level reporting. 4. Grades 3, 5, and 8: The Maryland School Performance Assessment Program uses criterion-referenced performance assessments for school, district, and state reporting and school performance accountability in reading, writing, language usage, math, science, and social studies.
ME	Since the 1985 school year, all 4th, 8th, and 11th graders are assessed in reading, writing, mathematics, science, social studies, and arts and humanities. Currently both common and matrix sampled contracted response items are used to produce individual results in reading, writing, and mathematics and school and district results in all six subject areas. In 1994 a health assessment was initiated in grade 4 and expanded to grade 8 in 1995. The primary use of the MEA results are for program improvement at the school- and district-, and state-level policy analysis. Individual results are reported directly to parents, and school-level results are reported publicly through the news media.
MI	The Michigan Educational Assessment Program (MEAP) assesses all 4th, 7th, and 10th graders in mathematics and reading, and all 5th, 8th, and 11th graders in science. The tests are objective-referenced and measure predescribed state goals and objectives. The state also assesses other subject areas on a sampling basis.
MN	The program monitored student accomplishment of state learner outcomes at three grade levels. Results were used only by districts as part of the decision-making process to improve local curriculum. No individual or state results were collected.
MO	The Missouri Mastery and Achievement Test, a criterion-referenced, multiple-choice achievement test based on the Missouri Core Competencies and Key Skills, is available for use by the local districts in grades 2 through 10. The state collects a state sample for grades 8 and 10 and provides a yearly report. The state conducts a writing sample for grades 5, 8, and 11.
MS	NRT, grades 4-9; secondary end of subject CRTs; basic skills competency CRT required for high school graduation; and an occupational skills assessment for program computers in eight (8) program areas. Test results are used for purposes of accountability, program evaluation, and as a measure of student progress, as recommended by the State Superintendent's Task Force on Accountability and Learning.
MT	Districts use standardized, norm-referenced tests for grades 4, 8, and 11 annually selected from a list of five published tests. The scores are summarized at the state level by grade, test, and subject.

Part 1.1 **Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.**

ST	Response
NC	Grades 1 and 2 are assessed by observation. Grades 3 through 8 take multiple choice and open-ended tests in reading, math, science, and social studies. Students in high school are tested on 11 courses. Writing is assessed at grades 4, 6, 8, and 10. Results of the 3 through 8 and high school tests are used for accountability and program improvement at the state and local levels. In addition, a norm-referenced test (ITBS) is given to a sample of students at grades 5 and 8. The state funds one administration of the PSAT for college bound students. Foreign language assessments are given on a volunteer basis in grades 3 and high school.
ND	Beginning in the spring of 1990 and each spring since then, we have tested all students in grades 3, 6, 8, and 11; 1990 was the first year we administered a statewide test. Legislators, educators, and citizens in North Dakota wanted to know how our students compared with students in other states. Statewide reports, as well as disaggregated data, are disseminated. Schools receive student, classroom, school, and district results. Some areas of strengths and weaknesses can be identified. We also participated in the 1990, 1992, and 1994 NAEP Trial State assessments.
NE	None.
NH	In May 1995, all public school third-grade students were tested in English language and math. By May 1996, all public school third-grade students will be tested in English/language arts and mathematics; sixth and tenth graders will be assessed in English language arts, mathematics, science, and social studies. Results are used for educational improvement and as a measure of school accountability.
NJ	New Jersey's students are tested annually. However, the state conducts two tests, one to identify students in need of possible remediation and the other to certify high school diplomas. The grade 8 "Early Warning" test identifies students below state standards in reading, mathematics, and writing; these students may be in jeopardy of not passing the grade 11 High School Proficiency Test (HSPT). The grade 11 HSPT became the graduation test in the fall of 1993.
NM	1. A norm-referenced standardized test (ITBS) for grades 3, 5, and 8 for accountability. 2. A writing portfolio for grades 4 and 6 and optionally at grade 8 for instructional improvement and accountability. 3. A high school competency examination, a criterion-referenced exit test for diploma, is offered to tenth graders with the option to retake at grade 11 or 12 if unsuccessful. 4. Districts must design reading assessments for grades 1 and 2 and report the to the SEA.
NV	1. Census norm-referenced testing in reading and mathematics at grades 4 and 8 using the CTBS. 2. Census norm-referenced testing in language at grade 4 using the CTBS. 3. Census direct writing assessment at grade 8 that is analytic-trait scored. 4. Census high school proficiency examinations at grade 11 required for graduation. Students who do not pass the examinations at grade 11 have up to four opportunities to take examinations not yet passed at grade 12. These tests include norm-referenced tests of reading and mathematics and direct writing assessment that is holistically scored.

Part 1.1 **Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.**

ST	Response
NY	Pupil Evaluation Program (PEP): Reading and mathematics tests, grades 3 and 6; writing test, grade 5. Annual spring administration: All pupils, public and nonpublic. Purpose: identification of students needing remediation; school assessment. Program Evaluation Tests: Social studies, grades 6 and 8; science, grade 4. Annual spring administration: All pupils, public and nonpublic. Purpose: School assessment. Preliminary Competency Tests: Reading and writing, grade 8 or 9. Annual administration to pupils scoring below median on last PEP test in subject. Purpose: identification of pupils needing remediation. Regents Competency Tests: Reading and writing, grade 11-12; mathematics, grade 9; science, grade 9; global studies, grade 10; U.S. history and government, grade 11. Offered under secure conditions in January, June, and August. Purpose: Demonstration of competencies required for local high school diploma Second Language Proficiency Examinations: French, German, Italian, Latin, and Spanish, grades 7, 8, or 9. Purpose: Permit students to earn high school credit for the study of a second language in elementary or middle school. Occupational Education Proficiency Examinations: Achievement tests in Introduction to Occupations, technology, home economics, health occupations, and business, grades 9 through 12. Offered under secure conditions in January, June, and August. Purpose: Establish and maintain standards in occupational education; demonstrate competencies required for high school diploma for occupational education majors; marking and grading. Regents Examinations: Achievement tests in 16 high school subjects. Offered under secure conditions in January, June, and August. Purpose: marking and grading, eligibility for Regents Diploma; demonstration of competencies required for local diploma. Test Development: Reading tests (Degrees of Reading Power) purchased from Touchstone Applied Science Associates; all other tests developed in-house with cooperation of classroom teachers. Assessment Reports: A Comprehensive Assessment Report summarizing all state test data and other information, such as dropout and attendance rates, for the past three years, is produced annually for each school and district.
OH	Norm-referenced achievement tests in reading, language arts, and mathematics are selected by districts from an approved list of tests. Tests are administered at grades 6 and 8, and results are reported to the state. This program which was initiated in 1989-90, will be eliminated after the 1994-95 school year. Fourth-, 9th-, and 12th-grade proficiency tests in reading, writing, mathematics, and citizenship are administered annually. Sixth-grade tests in these same areas and science tests at all four grades will be administered beginning 1995-96. Results go to schools for planning and are reported to the public.
OK	NRT: Achievement--Grades 3 and 7 CRT: Implemented: Reading and Writing Assessment--grade 8 (2 separate tests); Math and Science--grades 5, 8, and 11 Field-tested: Reading test and writing assessment-- grades 5 and 11 Developing: U.S. History and Government for grades 5, 8 and 11
OR	Oregon tests all students in reading and mathematics at grades 3, 5, 8, and 11. All students are tested annually in writing at two grades: 3 and 8 or 5 and 10 (alternating yearly). The tests are developed from state-mandated content standards and the purposes include program evaluation, school improvement, public accountability, and reporting of individual student performance. Districts use the results in their program review/improvement process. Results at the school level are reported in comparison with schools having similar socioeconomic characteristics.

Part 1.1 **Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.**

ST	Response
PA	Grades 5, 8, and 11 students are assessed annually in reading and mathematics. Although the assessment is for program evaluation, individual student results are provided for parents, teachers, guidence counselors, and principals. School reports are provided for planning and public dissemination. Grades 6 and 9 students complete a writing sample in one-third of the schools each year as a program evaluation. Reports go to schools for planning and public dissemination.
RI	Census testing occurs at grades 4, 8, and 10 in reading comprehension and mathematics and at grades 4 and 8 in writing. Performance assessments development is occurring in mathematics and health. Testing has multiple purposes and applications.
SC	The South Carolina state assessment system has three main parts: (1) authentic assessment, (2) criterion-referenced tests (Basic Skills Assessment Program), and (3) norm-referenced tests (Stanford 8). Authentic assessment: Teachers in the 36 schools associated with the 12 Schools Project, a state initiative to train teachers in authentic assessment, are developing performance-based assessments. In addition, about 250 teachers are developing and implementing portfolios for classroom assessment of mathematics, language arts, and science. The teachers in these projects are developing and using performance tasks and portfolios to improve instruction and learning in their classrooms. Basic Skills Assessment Program: This program requires that all public school students take a readiness test at the beginning of grade 1 and minimum skills tests in grades 3, 6, 8, and 10. The grade 10 test is an exit requirement for a high school diploma. Students who have not passed the test may retake it in grades 11 and 12. Norm-referenced program: A norm-referenced test, currently the Metropolitan Achievement Test-7, is used to assess all students at the end of grades 4, 5, 7, 9, and 11.
SD	State Board rule 1985 mandated achievement and ability testing of all 4th, 8th and 11th graders. An aptitude and interest inventory is given to all ninth-grade students. Results are reported statewide.
TN	Tennessee's mandated testing program includes an achievement test for students in grades 2 through 8 and a minimum competency graduation test. Results from the achievement test are for diagnostic and accountability purposes. The competency test is a graduation requirement. A writing assessment is mandated in grades 4, 8, and 11. Results are to be used diagnostically.
TX	Begun in 1990, the Texas Assessment of Academic Skills (TAAS), a legislatively-mandated criterion-referenced program, tests reading and mathematics at grades 3 through 8 and exit level; writing at grades 4, 8, and exit level; and science and social studies at grade 8. There are currently end-of-course examinations for Algebra I and Biology I.
UT	1. Statewide Testing Program. Uses a standardized norm-referenced test to assess all students at grades 5, 8, and 11 in basic academic areas. Focus is on public reporting and accountability. 2. Core Curriculum Assessment Program. A system of criterion-referenced and performance assessments tests used by districts on an elective basis to support instruction on the State Core Curriculum. 3. A Developmental State Model for Portfolios: A program for combining career guidance and student planning with documentation of accomplishments in a portfolio system. 4. State's report card. Focuses on aggegate trends in performance over time. 5. District Performance Reports. Annual compilations of indicators of performance, student body, revenues and expenditures, staffing, course enrollments, and buildings.

Part 1.1 Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.

ST	Response
VA	The Virginia Assessment System has three components: 1. The Virginia State Assessment Program (VSAP) at this time consists of a norm-referenced achievement test battery that is given to all students in grades 4, 8, and 11. The VSAP is primarily given for state, district, and school reporting purposes. Individual student results may be used locally for instructional planning purposes. Currently the VSAP consists of the Iowa Test of Basic Skills (ITBS) at grades 4 and 8 and the Tests of Achievement and Proficiency (TAP) at grade 11. 2. The Literacy Passport Testing Program (LPT) currently is implemented in the form of criterion-referenced tests in reading, writing, and mathematics. The LPT is administered to first-time takers in grade 6. It is also administered twice annually to transfer students and to other students in grades 7 and beyond who have not previously earned a literacy passport (i.e., passed each of the three tests). Acquiring a passport is required for high school membership and for award of a standard high school diploma. The LPT is intended to ensure that students are academically prepared to benefit from secondary school work and to ensure the integrity of the high school diploma. Currently we are using the Degrees of Reading Power (DRP) for the reading test; a state-developed, objective-referenced test for the mathematics test; and a state-developed set of writing prompts and scoring model for the writing test. 3. In July, 1995, the State Board of Education adopted content standards ("Standards of Learning") in English, science, math, and history/social studies. Standards-based assessments are in development with statewide field testing scheduled for Spring 1997.
VT	Portfolios, including student-selected best piece, and standardized assessment data maintained and scored by teachers for the purpose of supporting improved instruction and providing authentic assessment data for program evaluation and public accountability. Portfolio and standardized component at grades 4 and 8 for mathematics and grades 5 and 8 for writing. Portfolio scored individually at classroom level, but statewide sample scored centrally each year.
WA	Annual testing of every student at grades 4, 8, and 11 in reading, mathematics, language, science, and social studies. Purpose is public reporting, school accountability, and allocation of compensatory funds.

Part 1.1 **Please give a brief description of your state's assessment program(s) last year, who was tested, why, how the results are used, the origins of the program.**

ST	Response
WI	Wisconsin Student Assessment System (WSAS) currently has Knowledge and Concepts tests in mathematics, science, social science, reading, and English. The examinations are administered to all eighth and tenth graders in the state. The tests include multiple choice and short-answer questions, two writing essays, and a career interest inventory. The results provide information to students, parents, schools, and also are used to identify low-performing districts. Beginning in February 1996, districts will also administer a 4th grade instrument. The implementation of performance assessments and local option portfolio assessments await legislative fiscal support. The purposes of the program are to (1) provide clear expectations or standards for student learning; (2) provide student achievement data relative to the expectations; (3) use assessment methods that promote high-quality curriculum and instruction; (4) provide feedback to students to assist in educational planning; (5) identify low-performing schools in each subject area. An additional statewide assessment, Wisconsin's Third Grade Reading Test measures the reading performance of third graders in order to (1) identify the reading level of students with respect to a statewide performance standard; (2) provide districts with information that will help them evaluate the effectiveness of their primary reading programs; and (3) allow schools to compare the performance of their students with state performance levels. The third-grade test uses high-quality, authentic, longer passages or excerpts of books and is administered in a consumable booklet. The questions check prior knowledge; use a multiple-choice format; and in future tests, will also include open-ended questions. The reading ability of students who do not score above the state performance standard on this test are reviewed further within the school district to see if thestudents need remedial reading assistance. Parents may participate in the decision regarding the need for remedial reading instruction. Districts with less than 80 percent of their students in the proficient category must develop a formal remediation plan. The assessment programs are based on Wisconsin's educational goals and measurable learner outcomes. The goals are of three types: learner goals, institutional goals, and societal goals. Learner goals refer to what students should know and be able to do as a result of their time in the educational system.
WV	1. A norm-referenced test, the CTBS, is administered to all students in grades 3, 6, 9, and 11. 2. Writing assessment is administered to all students in grades 8 and 10. 3. Criterion-referenced tests are administered to all students in grades 1 through 8 in reading, math, and composition.
WY	None.

Part 1.2 **While this survey is concerned with state-administered assessment programs, please describe any requirements your state has for districts or schools to operate their own assessment program.**

ST	Response
AK	None.
AL	None.
AR	State Board of Education adopted a timeline that expects all school districts to begin work in portfolio assessment in the 1996-97 school year.
AZ	District assessment plans for reading and writing are being carried out.
CA	For the 1994-95 academic school year, there were no statewide assessments required of California school districts--due to no active assessment legislation.
CO	Beginning with the 1997-98 school year, each district must have its own assessment program--that must be aligned with its content standards for the first six areas (reading, writing, mathematics, science, history, and geography). Districts must align curriculum, instruction, assessment, and professional development with local content standards (which must meet or exceed state content standards).
CT	None.
DE	None. Title I districts have an option to use state programs or their own program approved by the state.
FL	For the tests for grades 4 and 7, a score must be designated for each subject area tested, below which score a student's performance is deemed inadequate. The school districts shall provide appropriate remedial instructions to students who score below these levels.
GA	None.
HI	None.
IA	Section 280.18 of the Iowa Code states: "The periodic assessment used by a school district to determine whether its student achievement goals have been met shall use various measures for determination, of which standardized tests may be one. The board shall ensure that the achievement of goals for a grade level has been assessed at least once during every four-year period."
ID	None.
IL	Each Illinois public school must establish and implement a formal assessment system to measure student achievement in the 34 state goals for learning: language ats (6 goals), mathematics (7 goals), science (4 goals), social science (5 goals), fine arts (5 goals) and physical development/health (7 goals).
IN	Schools may purchase off-grade test for in-house assessment.
KS	Local districts are required to produce at least three pieces of evidence of improvement for Quality Performance Accreditation. Districts may choose to use local assessments for two of those three pieces of evidence.
KY	There are no state requirements for districts or school to operate their own assessments.
LA	None.
MA	None.
MD	None.
ME	None.
MI	As a result of Legislative Act 335, 1993, the board of a school district shall ensure that the normal method for assessment of students is accomplished by utilizing a variety of criteria-based strategies including at least written and oral examination.
MN	Required to use two forms of assessment, one of which is the state test to inform curriculum revision.
MO	State assessment standards require a variety of testing. See manual.
MS	Districts and schools are only mandated to participate in the Statewide Assessment Program.

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Part 1.2 While this survey is concerned with state-administered assessment programs, please describe any requirements your state has for districts or schools to operate their own assessment program.

ST	Response
MT	Accreditation requires districts to develop assessment methods for each program area curriculum, in addition to the statewide student assessment reportings.
NC	
ND	None.
NE	State requires all school districts to provide norm-referenced testing at least once in grades 4 through 6, once in grades 7 through 9, and once in grades 10 through 12. Criterion-referenced testing in reading, writing, and mathematics must begin at least in grade 5 and continue according to local district plan. All approved or accredited schools or school systems must include in their annual reports to their patrons the following: student achievement, demographic information, climate studies, graduation follow-up studies, and, in the case of public schools, financial information.
NH	None.
NJ	State regulations require districts to assess their pupils to see if they are at risk of not succeeding as an adult in society. Beyond the 8th- and 11th-grade tests, districts decide how best to accomplish this.
NM	During a self-study accreditation process, the district determines what additional assessments are needed.
NV	None.
NY	None.
OH	Section 3301.0715 of the Ohio Revised Code requires school districts to implement competency based education (CBE) programs in composition, mathematics, science, citizenship, and science at all grades 1 through 12. One component of the CBE program requirements is the provision for developing or adopting assessment methods that measure progress toward achieving performance objections in each designated area. At the option of the district, proficiency tests may be used to meet the requirement in certain grades.
OK	None.
OR	
PA	For strategic planning, districts are to describe their plans to assess nine academic areas.
RI	Systemwide assessments must occur at least once at elementary, middle, and high school grades.
SC	No requirements.
SD	None.
TN	
TX	None.
UT	Districts are required to assess performance on the Core Curriculum and report results in their district performance reports. State-developed tests are made available for this purpose, but districts may choose which instruments they will use.
VA	
VT	
WA	
WI	The standard previously addressing district-operated assessment was deleted in 1992. The statewide testing program replaced this effort.
WV	
WY	Our accreditation standards require school districts to develop standards and assessments by the 1997 school year in the common core of knowledge and skills.

Part 1.3 **Since August 1994, has your state legislature passed legislation affecting its assessment program(s)? If "Yes," please provide the title and describe the legislation and its effect on specific programs.**

ST	Response	Title and description
AK	No	State Board has adopted new regulations. Legislature has not changed any laws. NRT is now in grades 4, 8, and 11, beginning in 1995-96. Purposes for assessment targeted toward measuring new state standards.
AL	Yes	The state legislature passes legislation mandating norm-reference testing in grades 3-11.
AR	Yes	Act 385 of 1995--placed in the hands of the director of the ADE the authority to determine the effective date for withholding students failing the exit exam.
AZ	No	
CA	Yes	Legislation AB 265 passed and was signed by the governor of California on October 16, 1995. A brief digest of key elements follows and additional detailed information is included with this questionnaire. [Although this legislation occurred after the interval of inquiry of this questionnaire, some information is provided -- a variety of informative materials also accompany this questionnaire.] The legislative digest of AB 265 stated the legislation would: 1. Enact the California Assessment of Academic Achievement Act, which would be repealed on January 1, 2000. 2. Require the superintendent of public instruction (SPI) to design and implement a statewide pupil assessment program (this section mentions the approval of tests for local incentive and the contracting with a publisher for the assessments of applied academic skills). 3. Require SPI to immediately begin reviewing achievement test for school district use and recommend to SBE (for approval) any test that meets specified criteria. 4. The State Board of Education (SBE) will a) by January 1, 1998, adopt statewide academically rigorous content standards and performance standards; b) direct the State Department of Education (SDE) to submit and recommend to the SDE for approval of tests for local incentive assessment; c) award contracts to develop instruments and adopt tests for applied academic skills assessment, d) require that each district administer a statewide test to all pupils in grades 4 / 5, 8, and 10. 5. Establish the Statewide Pupil Assessment Panel (six members) to review tests for specified purpose (privacy issues) and to report its findings and recommendations to SBE within specific time frame (60 days). 6. Parents may request and receive individual pupil results, as specified; and school and district level results are to be reported to district boards at least once a year. 7. Apportion a specific amount of reimbursement per pupil ($5) for each district that certifies to SPI that it administered achievement tests and complied with specified conditions. 8. Require school district officials to grant a parent's written requests that their child be excused from any assessment administered pursuant to this act. 9. Each district with any of grades 5, 7, and 9 would be required to administer a physical performance test, as specified. 10. Establish the Commission for the Establishment of Academic Content and Performance Standards (21 members) to develop academically regorous content standards and performance standards, after public hearings to be used in public schools--required to submit to SBE for approval by July 1, 1997; provisions relating to the commission repealed on January 1, 1998. 11. Allow members of the legislature and school boards to review any SB 265 assessment materials, if they agree to maintain the confidentiality.
CO	Yes	HB 93-1313--"Concerning Standards-based Education"
CT	Yes	Connecticut General Statute 10-14m-r. The statute requires the State Board of Education to revoke education certification of educators found to have seriously breached test security.
DE	No	
FL	No	
GA	No	

Part 1.3 **Since August 1994, has your state legislature passed legislation affecting its assessment program(s)? If "Yes," please provide the title and describe the legislation and its effect on specific programs.**

ST	Response	Title and description
HI	Yes	Omnibus Education Bill.
IA	No	
ID	Yes	In the spring of 1994 the legislature funded the new testing program through support of an SDE decision unit of $471,500. This allowed us to change our standardized testing to grades 4, 8 and 11, add optional 4th- grade writing, 4th- and 8th-grade mathematics, and high school interdisciplinary assessments.
IL	No	
IN	Yes	Added applied mathematics & writing.
KS	No	
KY	No	
LA	No	
MA	Yes	Readminster the Massachusetts Educational Assessment Program (MEAP) in the Spring 1996.
MD	No	
ME	Yes	The task force on learning results created by this legislation will issue a report on standards in December of 1995.
MI	No	
MN	No	
MO	No	
MS	No	
MT	No	
NC	Yes	Senate Bill 24, passed in the summer of 1995, changed the state testing language in significant ways: Broad authority was given to the State Board of Education (SBE) to define a statewide testing program. The terminology "end-of-grade" and "end-of-course" was eliminated, replaced with more general assessment terminology. In grades 3-8, however, tests are restricted to reading, communication skills, and mathematics---this is the one area with more definition than before ("core content areas" in previous legislation). Also directs SBE to study state testing program and report back to General Assembly by December 1996 concerning time students take in testing (state and local), possible use of NRT rather than state-developed tests, and report/recommendations from Standards & Accountability Commission to be received July 1996.
ND	No	
NE	No	
NH	No	
NJ	No	
NM	No	
NV	Yes	S.B. 386: Required statewide testing at the same time at grades 4 and 8 (fall testing adopted by State Board of Education), required use of national norm-referenced standardized tests at grades 4 and 8; required scoring of statewide examinations by a single private entity beginning with Fall 1996, provided state superintendent of public instruction authority to disclose contents of proficiency examinations when security of tests in use no longer required confidentiality, and provided an appropriation to replace CTBS/4 with a newer norm-referenced standardized test to be used beginning in Fall 1996. S.B. 470 provided an appropriation for development of criterion-referenced tests in reading and mathematics for the high school exit examination.
NY	No	

Part 1.3 **Since August 1994, has your state legislature passed legislation affecting its assessment program(s)? If "Yes," please provide the title and describe the legislation and its effect on specific programs.**

<table>
<thead>
<tr><th>ST</th><th>Response</th><th>Title and description</th></tr>
</thead>
<tbody>
<tr><td>OH</td><td>Yes</td><td>Amended Substitute House Bill 223 requires the State Board, to the extent practicable, to provide options for districts to administer 9th-grade and 12th-grade tests outside the regular school day.</td></tr>
<tr><td>OK</td><td>Yes</td><td>House Bill 1441 (Signed by governor in May 1995): Added U.S. Constitution and Oklahoma History to testing schedule.
"The Board shall develop a series of criterion-referenced tests designed to indicate whether competencies Oklahoma public school students are expected to have attained in grades five, eight and twelve in mathematics, science, reading and writing of English, history, constitution and government of the United States, geography, and culture and the arts, and in grade twelve, Oklahoma history, as defined by the Board, have been mastered. The tests shall measure academic competencies and shall be designed and implemented in correlation with the implementation of the curricula standards adopted by the Board pursuant to Section 11-103.6 of this title." The series of tests shall be field-tested and implemented by the following schedule:
<table>
<tr><th>Subject</th><th>Field-Tested</th><th>Implemented</th></tr>
<tr><td>Mathematics</td><td>1993-4</td><td>1994-5</td></tr>
<tr><td>Science</td><td>1993-4</td><td>1994-5</td></tr>
<tr><td>R/W of Eng</td><td>1994-5</td><td>1995-6</td></tr>
<tr><td>Hi/Con/Gov</td><td>1995-6</td><td>1996-7</td></tr>
<tr><td>Geo/OK His</td><td>1996-7</td><td>1997-8</td></tr>
<tr><td>Cult/Arts</td><td>1997-8</td><td>1998-9</td></tr>
</table>
</td></tr>
<tr><td>OR</td><td>Yes</td><td>Oregon Education Act for the 21st Century. The state tests will serve as a basis for awarding certificates of Mastery.</td></tr>
<tr><td>PA</td><td>No</td><td></td></tr>
<tr><td>RI</td><td>No</td><td></td></tr>
<tr><td>SC</td><td>Yes</td><td>One year proviso to eliminate Reading and Mathematics testing in grades 1, 2, and 6.</td></tr>
<tr><td>SD</td><td>No</td><td></td></tr>
<tr><td>TN</td><td>No</td><td></td></tr>
<tr><td>TX</td><td>Yes</td><td>New Texas Education Code (Chapter 39): Summary: The statewide assessment program will measure student achievement with criterion-referenced tests. All nonexempt students will be assessed in reading and mathematics at grades 3 through 8 and exit level; in writing at grades 4, 8, and exit level; and in social studies and science at a grade determined by the State Board of Education (grade 8). Also required end-of-course assessments will be in Algebra I, Biology I, English II, and United States History only. The testing program will include problem-solving ability and complex-thinking skills assessed with reliable methods. At the end of the school year, the test items that counted for student scores will be released to the public. Satisfactory performance is still required of students to be eligible to receive a Texas high school diploma; students must meet passing standards on the exit level tests. However, once the end-of-course tests are in place, students may meet the testing requirement for graduation by passing the Algebra I and English II end-of-course tests and either the Biology I or the U.S. History test. The revised code calls for the commissioner to develop and propose to the legislature by December 1, 1996, a system for evaluating the progress of students exempted from the statewide test and alternative method(s) of assessment for students who have tried but failed to pass the exit level tests. The statewide program must continue to obtain nationally comparative results for the same grades and subject areas assessed with criterion-referenced tests. The revised code allows for the voluntary assessment of private school students under an agreement with the Texas Education Agency. Private schools will reimburse the TEA for the costs of this test administration.</td></tr>
<tr><td>UT</td><td>No</td><td></td></tr>
</tbody>
</table>

Part 1.3 **Since August 1994, has your state legislature passed legislation affecting its assessment program(s)? If "Yes," please provide the title and describe the legislation and its effect on specific programs.**

ST	Response	Title and description
VA	Yes	Amendment to 22.1-254.1 of the Code of Virginia: Home-schooled students under the age of six, as of the beginning of the school year, now are exempted from the requirement that their parents provide the school district superintendent by August 1 following the school year in which the child received home instruction with either (a) evidence that the child has attained a composite score in or above the fourth stanine on a battery of achievement tests approved by the Board of Education for use in the public schools or (b) an evaluation or assessment which, in the judgement of the superintendent, indicates that the child is achieving an adequate level of educational growth and progress. Home-schooled students tested with a battery of achievement tests must now achieve a composite score "in or above the fourth stanine," instead of "at or above the fortieth percentile."
		1992-94 budget as adopted by the General Assembly: An additional $.4 million was included in `93-`94 for a new equating study for the writing portion of the Literacy Passport Test (LPT). An additional $.4 million is also included for a second annual administration of the LPT to be held in the fall of the year.
		Literacy Passport Test exemption (HB 1962): Exempts students for whom English is not the first or native language, who have been identified as having limited English proficiency, and who have been enrolled in a public school in the Commonwealth for fewer than three years from the requirement to obtain the Literacy Passport in order to be classified as a ninth grader. To remain classified as a ninth grader or above, such students identified as having limited English proficiency must achieve passing scores on the first literacy test administered after three years of enrollment in a public school in the Commonwealth. The amendments of this bill will expire on July 1, 1994, unless proposed by the Board of Education in their amendments to the Standards of Quality. Such an amendment is being proposed.
VT	No	
WA	Yes	HB 1941: Requires the development of reading assessments for grade 3 students to be given each year before March 31. Purpose is to identify students needing assistance; may not be used for accountability.
WI	Yes	Parental waiver for eighth and tenth grade students for the knowledge and concepts tests. In addition, the '95-'97 Biennial Budget has shaped the implementation of the WSAS, which was initiated in 1992 by S.118.30 (WI state) by not yet providing funds for implementation of the performance assessments.
WV	No	
WY	No	
Total	Yes=20 No=30	

Part 1.4 **Since August 1994, have there been any court decisions affecting its assessment program(s)? If "Yes," please provide the title(s) and describe the decision(s) and how assessment was affected.**

ST	Response	Title and description
AK	No	
AL	Yes	Legislation is currently being drafted that addresses changes in the assessment program. The legislature is responding to a decision made in an equity lawsuit.
AR	No	
AZ	No	
CA	Yes	Several court cases are still in progress. Assessment has been found not to violate prohibition against inquiring into students' or parents' beliefs and practices in sex, religion and morality, or family life.
CO	No	
CT	No	
DE	No	
FL	No	
GA	No	
HI	No	
IA	No	
ID	No	
IL	No	
IN	Yes	Taxpayers involved in Education, Inc., et al. V.S. Indiana Department of Education, et al. November 30, 1995. Marion Superior Court request for injunction to stop testing denied.
KS	No	
KY	No	
LA	No	
MA	No	
MD	Yes	The suspension of a teacher's license upheld.
ME	No	
MI	No	
MN	No	
MO	No	
MS	No	
MT	No	
NC	No	
ND	No	
NE	No	
NH	No	
NJ	No	
NM	No	
NV	No	
NY	No	
OH	Yes	OAIS vs. Goff -- decision by federal district court (Cincinnati) upheld state's right to require students of chartered nonpublic schools to pass exit tests. Decision has been appealed by plaintiffs.

Part 1.4 Since August 1994, have there been any court decisions affecting its assessment program(s)? If "Yes," please provide the title(s) and describe the decision(s) and how assessment was affected.

ST	Response	Title and description
OK	No	
OR	No	
PA	No	
RI	No	
SC	No	
SD	No	
TN	No	
TX	No	
UT	No	
VA	No	
VT	No	
WA	No	
WI	No	
WV	No	
WY	No	
Total	Yes=5 No=45	

Part 1.5 What other important changes, additions, or deletions, if any, have occurred in your state's assessment programs since August 1994.

ST	Response
AK	None.
AL	Norm-referenced testing in grades 3-11. Continued development of end-of-course test.
AR	None.
AZ	Program did not change, but state-level assessment was suspended.
CA	New statewide assessment legislation, AB 265, was passed and signed into law in October, 1995. (See 1.3 and attachments.)
CO	The addition of economics to the content areas to be included under the provisions of standards-based education.
CT	None.
DE	The NRT and PBA in reading and math have been dropped/discontinued (temporarily).
FL	A revised version of the High School Competency Test (HSCT, 1994 version) was administered to 11th-grade students for the first time in October 1994. This 1994 HSCT assessed student performance at a higher skill level in mathematics and at a higher reading level, using intact passages, in the communications section of the test. For the mathematics section of the 1994 HSCT, the state provided a calculator for every student to use during the test.
GA	None.
HI	None.
IA	An assessment oversight component was added to provisions for home schooling in 1992. The mandate provides alternatives for assessment programs but all must be reviewed by designated personnel. The department was also given funds to establish a State Assessment Center in 1993-94 to promote research and development of local assessments. No new changes, additions, or deletions since August 1994.
ID	We used a new scoring standard for our state writing assessment at grades 8 and 11. It hadn't been changed for seven years. We have a new scoring standard for fourth-grade writing, a scoring standard for the new mathematics assessment, and standards for each of the interdisciplinary assessments.
IL	None.
IN	NA
KS	In mathematics, the estimation and knowledge-base sections were folded in with other subscales. Science was tested in the fall of 1994 rather than spring of 1995. Social studies was tested at grades 5, 8, and 11 in the spring of 1995. This assessment included both an objective component and an extended individual project.
KY	None.
LA	Louisiana is in the third and final year of an Eisenhower curriculum and assessment framework grant from the U.S. Department of Education, which will help transition LEAP towards a more performance-based approach in mathematics and science assessment. In June of 1995 the State Board of Elementary and Secondary Education approved a five-year plan for revising content and assessment standards in other subject areas. This plan uses the mathematics and science frameworks as a model to guide the process.
MA	None.
MD	None.
ME	The MEA is now totally composed of extended constructed-response questions. The scoring of writing has been refined utilizing a holistic process with analytical annotations for each student.
MI	None.
MN	We have been preparing and piloting state minimum competency tests in reading and math for graduation requirement.
MO	None.

Part 1.5 What other important changes, additions, or deletions, if any, have occurred in your state's assessment programs since August 1994.

ST	Response
MS	Pilot administration of NRT with performance assessment component to twice the number of grades (4-9); pilot administration of two CRTs with performance assessment components in 15 selected sites, Occupational Skills Assessment (NOCTI) and a workplace. Competency Assessment (ACT Workkeys) in 15 Tech Prep sites planning for the development of two (2) end-of-course subject area assessments.
MT	The first year the above assessment was required was 1992. As of 1995 grade 4 test results will be reported rather than grade 3; for 1993 and 1994 either grades 3 or 4 were reported.
NC	In response to legislation directing State Board of Education (SBE) to significantly downsize state department, reorganize the public schools of NC, and reduce state testing, the SBE reduced the state required testing program to reading, math, and writing in grades 3-8, and six courses required for graduation in high school. Science and social studies tests in 3-8, and end-of-course tests in Geometry, Algebra II, Chemistry, Physics, and Physical Science are now given at local option at expense of school districts. They now purchase these optional tests from the state. Required are reading and math in 3 thru 8; writing in 4 and 7; open-ended in 5 and 8; English I, English II, Algebra I, Biology, US History, and Economic, Legal and Political Systems. Also, the SBE raised the standard for high school graduation, affecting the class of 1998, from the previous minimum competency test to the 8th-grade end-of-grade tests in reading and math. Students must meet the 8th-grade proficiency levels in reading and math prior to receiving a high school diploma.
ND	None.
NE	During the 1992 legislative session, the Nebraska legislature mandated the creation of an Accountability Commission to be appointed by the Governor and within a four-year time period to create curriculum frameworks, establish standards, and develop an accountability system that would include assessment, evaluation, and reporting. That process is currently under development. There has been no change in the timelines, but the Commission was not provided with adequate resources to complete the task. Science, mathematics, and social studies frameworks have been completed. Reading and language arts are in process and will be completed by May of 1996 under the auspices of the Goals 2000 Panel. The Accountability Commission developed a document with policy recommendations and will secure citizen feedback during 1995-96. The recommendations deal with the assessment and reporting concerns associated with state criterion referenced assessments. Subject to the citizen feedback received, implementation of such assessment is planned.
NH	Results from the first round of the third-grade assessment test were released in November 1994. Sixth- and tenth-grade instruments were piloted in May 1995.
NJ	The state has begun developing a 4th-grade test that will be given on a sampling basis in 1997 and be fully developed and administered to all 4th graders in 1998.
NM	Moved from the CTBS (Form 4), to the ITBS (Form J), because ITBS better met the criteria in our RFP. Moved from direct-writing assessment to a portfolio-based writing assessment. Piloted short-answer questions that will be scored holistically for the High School Competency Exam (HSCE). HSCE written composition scored holistically on a scale of 1-6 (six being high).
NV	None.
NY	None.
OH	School districts are required to administer fourth-grade and sixth-grade proficiency tests in reading, writing, mathematics, and citizenship. In 1995-96, districts will also administer science proficiency tests as part of 4th-grade, 6th-grade, 9th-grade and 12th-grade programs. Districts are no longer required to administer norm-referenced achievement tests but may do so at district option. All chartered nonpublic high schools are required to administer the ninth-grade tests in all subject areas.
OK	CRTs were mandated for development over the next five years (i.e., mandate to go through final implementation in 1998-99). Subjects: math, science, reading, writing, history, the Constitution and Government of the United States, Geography, Culture and the Arts in grades 5, 8, and 11. Oklahoma History is assessed in grade 11 only. There are 7 tests overall.

Part 1.5 What other important changes, additions, or deletions, if any, have occurred in your state's assessment programs since August 1994.

ST	Response
OR	
PA	Pennsylvania added constructed-response tasks to the reading and mathematics assessments to help encourage performance assessments in the classroom. Individual results are now provided to increase student motivation. To boost the validity of school scores, student names are collected and student scores in reading and mathematics will be reported to parents, teachers, guidance counselors, and principals. For equity in the assessment program, all students in grades 5, 8, and 11 will be assessed annually. All selected-response items are enhanced by a required performance activity before the response can be chosen.
RI	Assessment policy to include all students in newly developed assessments
SC	The early Childhood and Academic Assistance Act of 1993 and a proviso to the state budget authorized changes to the state assessment system. Specifically, the Basic Skills Assessment Program reading and mathematics tests for grades 1, 2, and 6 were again eliminated by proviso during 1995-96. The State Department of Education is field testing a continuous assessment system for students from kindergarten through grade 3.
SD	Requirement of calculators at grades 4, 8, and 11.
TN	The achievement test is no longer mandated at grade 10.
TX	Spanish version Texas Assessment of Academic Skills (TAAS) tests in reading and mathematics were field-tested at grades 3 and 4 in the spring of 1995.
UT	Development of new editions of CRTs in elementary science and secondary math.
VA	Addition of fall administration of the Literacy Passport Test for students who transfer to a Virginia Public School in grades 7 through 12 and for students who previously have failed one or more of the tests. Testing of adult students who wish to earn a standard diploma beginning with spring 1996. A voluntary summer administration on a fee basis.
VT	1. Network training for grades 4 and 8 teachers redesigned. 2. Statewide results produced by centralized scoring of sample rather than aggegated from classrooms.
WA	None.
WI	The department will award a new three-year contract for the Knowledge and Concepts examinations. Also the fourth-grade K&C tests are being phased in.
WV	Criterion-referenced grade 8 is being added in 1994-95. Composition is being assessed in grades 1 through 7 in 1994-95 as part of the criterion-referenced tests.
WY	None.

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Part 1.6 Are there any changes you foresee for next year in your state's current assessment programs? If so, what are they and why are they likely to occur?

ST	Response
AK	Adoption of new NRT. New testing with a short form of an NRT in grades 4, 8, and 11.
AL	Additional clarification on test security issues at the state and school levels. Additional training on appropriate test preparation strategies.
AR	Full implementation of new criterion-referenced test and expansion of ELA/Math portfolios.
AZ	We are undergoing a process to develop state standards in nine areas: language arts, math, science, social studies, the Arts, comprehensive health, foreign language, technology and workplace skills.
CA	There will be significant changes in next year's (1995-96) state assessment programs due to the passage of AB 265. These changes will include the following: . Implement the Pupil Incentive Testing Program. This voluntary basic academic skills testing program for local school districts is to begin in the Spring of 1996. To be eligible for an incentive of $5.00 per pupil tested, districts will be required to use tests of achievement from a state-approved list; test all students (not exempted) in grades 2 through 10; administer the assessments within a testing window to be designated; share the results in a timely manner with the students tested, their teachers, and their parents; and annually report a summary of the results to their governing boards. The tests are to measure achievement in reading, spelling, written expression, and mathematics. . Initiate efforts to establish rigorous content and performance standards in all major subject areas and for all grade levels. . Begin developmental efforts of a statewide assessment of basic and applied academic skills for core curriculum areas at key grade levels. . Continue and expand the Golden State Examination Program in a way that measures student achievement in individual subjects and recognizes students for the outstanding achievements . . Reauthorize statewide physical performance testing and continue career-technical assessment program. . Ensure public involvement in the development and implementation of all testing instruments and the administration and reporting process.
CO	The development of new assessments for the first six content areas (reading, writing, mathematics, science, history, and geography), to be administered to students in grades 4, 8, and 11 beginning with the 1996-97 school year.
CT	None.
DE	The '95-'96 school year--state level--the assessment program will consist of a writing assessment. This test will be consistent with the newly SBE approved English language arts content standards.
FL	A school improvement and accountability program is being implemented in Florida. An assessment system is also being designed as an integral part of this program. Specific assessment strategies will be identified and prototypes developed this coming year. Current assessment programs will continue during a transitional period.
GA	Possible tryouts of short-answer or open-ended response items on multiple-choice tests due to a trend for performance-based assessments at various grades. Possible tryouts of integrated items covering materials from across content areas due to whole language/integrated content approaches. Field testing of SCASS-developed assessment exercises. Graduation assessment to be phased in with health as a subject dropped.
HI	Beginning in 1996, all assessment activities including school, student, and personnel will be reviewed for possible integration into a Comprehensive Assessment and Accountability System (CAAS). This plan is expected to take several years.

Part 1.6 Are there any changes you foresee for next year in your state's current assessment programs? If so, what are they and why are they likely to occur?

ST	Response
IA	There will be continued emphasis on working with local school districts in the development of performance standards (in conjunction with content standards). Expectations: Each school or school district will develop, through informed dialogue with its community, a clear set of learning expectations for students in their districts and standards for student performance. Assessment: All schools and school districts will use a variety of assessment methods to determine student progress on performance standards.
ID	The addition of standardized testing at grades 3, 5, 6, 7, 9, and 10 in October 1995.
IL	Fine arts items will be assessed in the 1996 administration of the state assessment. This learning area will be assessed on a statewide representative sample rather than census basis.
IN	An applied skills portion for math and language arts.
KS	Same as last year.
KY	The State Department of Education has just released a new request for proposals for bids from testing contractors. This RFP outlines several changes. Multiple choice items will be returned to the KIRIS assessment. It also appears likely that a standardized test will be administered at grades 3, 6, and 9.
LA	None.
MA	MEAP will reflect a change in the assessment of writing. Writing will not be assessed through content area questions as has been done in the past. Writing will not be assessed with the 1996 MEAP.
MD	A high school assessment system for school performance and required for graduation is being piloted. Two likely components are (1) assessment of "Essential Content Knowledge" in English, math, science, and social studies, probably primarily multiple-choice and (2) assessment of "Measurable Enabling Skills" (e.g., problem solving, communication, use of technology), probably interdisciplinary problem-solving tasks, other performance-based components contained in a portfolio. Choosing a new NRT to replace the CTBS/4 beginning in March, 1995.
ME	Beginning with the 1995 school year all the MEA assessment tests will be composed entirely of extended-open response questions. In addition, performance reporting will be added to the reading, writing, and mathematics questions of the MEA. Development of performance-level definitions and standard setting were completed in 1994.
MI	No.
MN	Yes. A rule is being processed requiring 9th-grade students to pass minimum competency tests in reading and math for graduation (class of 2000).
MO	We will be contracting for aid in developing a math test.
MS	Yes, pilot item administration of end of subject CRTs for Algebra I and U.S. History, which are components of the Subject Area Testing Program (SATP) to be implemented in the fall of 1995 and spring of 1996.
MT	Additional changes to the standardized testing rule are expected, but will evolve in conjunction with federal and state policies.
NC	See 1.5. State testing program for '95-'96 is significantly reduced from '94-'95. Work collaborating with standards and accountability commission to develop broad-based assessments that inform instruction--complementary to accountability tests. Also, state tests will be used for new school-based accountability program--with financed rewards and assistance/intervention.
ND	No.
NE	No.

Part 1.6 Are there any changes you foresee for next year in your state's current assessment programs? If so, what are they and why are they likely to occur?

ST	Response
NH	In May 1995, all public school third-grade students were tested in English language and math. By May 1996, all public school third-grade students will be tested in English/language arts and mathematics; sixth and tenth graders will be assessed in English language arts, mathematics, science, and social studies. Results are used for educational improvement and as a measure of school accountability.
NJ	
NM	Yes. We will be offering performance-based assessment items that suit the needs of the recently adopted competency framework and our move to Standards for Excellence accreditation. Adding short-answer response items to HSCE. Offering portfolio approach to written composition for High School Competency Exam as an alternative to the secure prompt.
NV	Expect SAT/9 to replace the CTBS/4 as the measure of achievement and proficiency at grades 4 and 8 beginning in fall 1996.
NY	1995-19 School Year: Present testing program remains the same. Also new Regents assessments are being developed and pilot tested.
OH	Not besides those described in 1.5 for 1995-96.
OK	Legislative mandate: CRT-- continue to implement and follow as described above. Adding Constitution to History and Government of the United States to be field tested in spring of 1996 and implemented in spring of 1997. For grades 5, 8, and 11. Adding Oklahoma History and Geography at the 11th grade only, to be field tested in spring 1997 and implemented in Spring 1998.
OR	
PA	We will be developing performance standards for the reading, mathematics, and writing assessments. They will give better information to schools.
RI	Continue to develop and implement performance-based assessments.
SC	South Carolina will begin the process of revising assessments for grades 3, 6, and 8 and for exit. These new assessments will be based on the academic achievement standards approved by the State Board of Education.
SD	No.
TN	High school subject matter tests are scheduled for development for accountability purposes.
TX	Spanish version TAAS for spring, 1996: . Grade 3 reading and mathematics--benchmark . Grade 4 reading and mathematics--benchmark . Grade 4 writing--field test . Grade 5 reading and mathematics--field test . Grade 6 reading and mathematics--field test . End-of-course tests for spring, 1996: (Biology I and Algebra I are in place.) English II and U.S. History will be piloted.
UT	Continued development of new CRTs.
VA	No. However, the new Standards-based Program will be field tested in the Spring of 1997.
VT	State board adoption of Vermont Common Core of Learning will be the basis for expanded assessment plan. Writing portfolio collection moved to grade 5. Implementation of high school math portfolio scheduled for fall 1995.

Part 1.6 Are there any changes you foresee for next year in your state's current assessment programs? If so, what are they and why are they likely to occur?

ST	Response
WA	Changes will include developing and field testing assessments that will include multiple-choice, paper-and-pencil tests at grades 4 and 7. This development work is part of a five-year contract with Riverside Publishing Co. The final assessment system is to be available for voluntary use in 1999-2000 at grades 4, 7, and 10; the system will be mandatory in 2000-2001.
WI	A proficiency standard will be set in each of the subject areas of the Knowledge & Concepts tests. This will be done to comply with IASA as well as identification of schools in need of improvement.
WV	No. The WV-Step test that is mandated by the state legislature will likely be changed from mandated to optional. This could occur in spring 1996.
WY	No.

Part 1.7 What new assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months (August 1995-August 1997)? Please give title and describe briefly.

ST	Response
AK	Design of new assessment program.
AL	Under study: (1) Language (writing) at grades 3 and 11 and (2) End-of-Course assignments in science and social studies.
AR	Full implementation of new criterion-referenced test and expansion of ELA/Math portfolios.
AZ	Currently, the plan is to contract for assessments based on the standards referred to in question 1.6.
CA	There will be significant changes in next year's (1995-96) state assessment programs due to the passage of AB 265. These changes will include the following: Implement the Pupil Incentive Testing Program. This voluntary basic academic skills testing program for local school districts is to begin in the Spring of 1996. To be eligible for an incentive of $5.00 per pupil tested, districts will be required to use tests of achievement from a state-approved list; test all students (not exempted) in grades two through ten; administer the assessments within a testing window to be designated; share the results in a timely manner with the students tested, their teachers, and their parents; and annually report a summary of the results to their governing boards. The tests are to measure achievement in reading, spelling, written expression, and mathematics. Initiate efforts to establish rigorous content and performance standards in all major subject areas and for all grade levels Begin developmental efforts of a statewide assessment of basic and applied academic skills for core curriculum areas at key grade levels. Continue and expand the Golden State Examination Program in a way that measures student achievement in individual subjects and recognizes students for the outstanding achievements. Reauthorize statewide physical performance testing and continue career-technical assessment program. Ensure public involvement in the development and implementation of all testing instruments and the administration and reporting process.
CO	New assessments for reading, writing, mathematics, science, history, and geography, beginning with an overall assessment design.
CT	None.
DE	Comprehensive Assessment System -- testing program that includes objective items and PBA in English language arts, math, science, social studies. Consistent with content standards (developed by state level curriculum frameworks commissions).
FL	1. Continued investigation in the use of portfolios in statewide assessment. 2. Continued investigation into the adequacy of reporting writing results for schools using a polytomous IRT school-level scale. 3. Field test of computer-based staff development training program to introduce teachers to the scoring procedures for the Florida Writing Assessment Program.
GA	Described in Part 1.3. In addition, Georgia is hoping to develop training materials, possibly in video format, to assist local systems in better understanding and use of test results.
HI	Continued development of the Hawaii Writing Assessment (HWA) instrument that aligns curriculum and assessment, supports effective writing instruction, brings clarity about what students ought to know and be able to do, and provides useful information about students as writers and their writing. Review plans for possible continued collaboration with CRESST in pilot testing performance-based instruments in several content areas. Scope of project is tied closely to availability of funds.

Part 1.7 What new assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months (August 1995-August 1997)? Please give title and describe briefly.

ST	Response
IA	1. Funding of a pilot project at Area Education Agency #2 that focuses on the relationship among curriculum, instructional strategy, assessment, learning, and professional development. 2. Expanded involvement in the New Standards Project with an emphasis on portfolio assessment. 3. Expanded involvement in other national assessment projects, i.e. SCASS. 4. Identification of models of assessment for local consideration and use.
ID	1. Fourth-grade direct writing assessment. 2. Fourth- and eighth-grade direct math assessment. 3. Interdisciplinary performance assessment for grades 9 through 12. 4. Fine-tuning the assessments that are in place and updating scoring standards, as necessary.
IL	Locally, schools will be required to develop outcomes to address the 34 State Goals for Learning in six fundamental learning areas (language arts, science, math, social studies, physical development/health, and fine arts). They must also develop an assessment system of reliable/valid/fair instruments and procedures (traditional and nontraditional) to assess student performance towards each outcome. Performance-based assessment items for mathematics, social science, science, and reading are under study. The Illinois annual measure of annual growth in English (IMAGE) begins in March 1996. It is a statewide assessment of English proficiency in reading and writing for students in bilingual education programs in grades 3 through 11 who are currently exempt from Illinois Goals Assessment Program (IGAP).
IN	
KS	All content areas will have some new item development in the next 24 months. No major changes in structure are planned at this time.
KY	The department continues to develop a statement of core content (formerly, content guidelines). This document is intended to provide schools with specific statements of content, which will appear on the KIRIS assessment.
LA	Louisiana has teams that are currently developing new curriculum and assessment frameworks for mathematics and science. The assessment model established as a result will provide assessment prototypes for classroom teacher use. A long-range plan has been approved by the State Board which will revise the LEAP across all curricular areas currently assessed.
MA	
MD	High school assessment system for school performance and required for graduation is being piloted. Primary Assessment Systems testing readiness at first grade will be piloted.
ME	Consideration is being given to adding common questions in science, social studies, and arts and humanities. Currently only reading, writing, and mathematics have common questions to produce individual student results. All areas use matrix-sampled items to produce school and district results.
MI	1. There will be a new science assessment, grades 5 and 8, that reflect the goals and objectives. Implementation is planned for spring 1996. 2. There will be a new writing assessment, grades 5 and 8, that reflects the goals and objectives in writing. Michigan has not had a writing assessment. Implementation is planned for spring 1996. 3. There will be new high school proficiency tests in mathematics, reading, writing, and science. Implementation is planned for spring 1996. 4. An employability skills assessment, which is part of a portfolio process, was developed in 1992-93 and is being piloted during 1993-94. A sample has been drawn from which to report, statewide, the employability skills of 11th graders. The portfolios were scored. 5. New social studies test to be developed for implementation spring 1999.
MN	Statewide testing program to monitor achievement in districts. Content is being determined.
MO	Test development in math, English language arts and science

Part 1.7 **What new assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months (August 1995-August 1997)? Please give title and describe briefly.**

ST	Response
MS	Development of a high school exit criteria that may include pupil performance from multiple assessments administered in the Mississippi Assessment System to replace the current Functional Literacy Examination (FLE), a requirement for graduation.
MT	Continued assistance to districts developing district assessment for programs and curriculum.
NC	1. Completion of development of computer skills test with both multiple-choice and performance components. Setting standards now. 2. Complete development of pretests for high school courses. 3. Development of school-based report cards/accountability program in addition to districtwide report cards. 4. Expansion of item banks with multiple-choice, open-ended, and performance items to be used as local option, including science, social studies, and elective high school courses. 5. Development of Viewing/Video literacy test. 6. Expansion of software and training efforts in using data locally. 7. Expansion of efforts to assist ongoing assessment in classrooms informing instruction throughout the year. 8. Linkage of ready test to lexile framework, describing level of books students can read.
ND	Continuation of the development of curriculum frameworks. We have received a grant to develop an assessment in English language arts.
NE	Performance assessments in math, science, art, foreign language, social studies, and reading/language arts. These areas are either mentioned specifically in state legislation or as part of federal projects (art, foreign language).
NH	Release of data from the second round of third-grade assessment in November 1995. Release of third round of third-grade data in October 1996. Release of first round of sixth- and tenth-grade data in November 1996. Work with local school districts on interpreting and developing educational improvement plans.
NJ	We intend to eliminate annual assessments of all students in grades 3 through 11 on a standardized test instrument, relying on state tests for grades 4, 8, and 11 and local assessments at the other grades.
NM	Assessment Blueprint 2000 starts aligning assessment with standards and benchmarks as they are being established over the next few years.
NV	Criterion-referenced tests in reading and mathematics will be under development for the high school exit examination for introduction into the program not later than fall 1997.
NY	Authentic assessment pilot projects in social studies, science, and English/language arts. Pilot testing in English/language arts, mathematics, and science and technology.
OH	Ohio continues development of new tasks for use in the 4th-grade, 6th-grade, 9th-grade, and 12th-grade tests.
OK	Will field test history, Constitution and Government of the United States for Grades 5, 8 and 11 in spring of 1996, to be implemented spring 1997. Will be developing geography for grades 5, 8 and 11 and Oklahoma History for grade 11 only during 1995 and 1996 and field-testing geography in the spring of 1997. Will begin developing CRT Subtest of Culture and The Arts.
OR	Recent legislation (1991 and revised 1995) proposes that students attain a Certificate of Initial Mastery by approximately grade 10 using state assessments. We are beginning to develop the assessment system that will be used for this program.
PA	We are beginning to develop assessments for science, social studies, and the arts.
RI	Development of several performance-based assessments.

Part 1.7 **What new assessment projects, if any, does your state have under study, in planning, or in development for the next 24 months (August 1995-August 1997)? Please give title and describe briefly.**

ST	Response
SC	Development and implementation of classroom-based alternative assessments, including on-demand performance tasks and portfolios, by teachers in the 12-school project and classroom portfolio assessment project. South Carolina will be revising its grades 3, 6, and 8 and exit exams to raise standards for graduation.
SD	None.
TN	High school subject matter tests in the subject area of math will be administered to students during the spring 1996. Ongoing piloting of competency test items. High school subject matter tests in the areas of science and social studies are in development with piloting expected during the 1996-1997 school year.
TX	Continued development of Spanish version TAAS for grades 3 through 6 in reading and mathematics, and for grade 4 in writing. Development of English II and U.S. History end-of-course examinations to be piloted in spring 1996, field-tested in spring 1997, and benchmarked in spring 1998. Test items that counted for student scores on the TAAS reading and mathematics tests at grades 3 through 8 and at exit level and the writing test at grades 4, 8, and at exit level on the spring 1995 TAAS administration were released to the public [Released Tests], along with appropriate answer keys and scoring guides for the writing test. In August 1996, test items that counted for student scores on those tests from the 1995-1996 test administrations as well as the grade 8 science and social studies tests in the spring 1996 TAAS administration, and the Biology I and Algebra I end-of-course tests will be released. These tests are released along with appropriate answer keys and scoring guides for the writing test. As was true in the 1995 release, imbedded field-test items, which are used for constructing future tests, will not be released. Also under development are procedures for providing for voluntary assessment of private schools and home schools.
UT	Revision of CRTs.
VA	The revised Standards of Learning (SOLs) were adopted in July 1995. An aligned assessment system is in development with statewide field testing slated for spring 1997.
VT	1. Arts assessment: dance, music, theater, and the visual arts. 2. High school mathematics portfolio. 3. Service learning assessment.
WA	Changes will include developing and field testing assessments that will include multiple-choice, paper-and-pencil tests at grades 4 and 7. This development work is part of a five-year contract with Riverside Publishing Co. The final assessment system is to be available for voluntary use in 1999-2000 at grades 4, 7, and 10; the system will be mandatory in 2000-2001.
WI	Development of a manual for districts to use in developing performance assessments. In addition, describing proficiency standards for the Knowledge & Concepts exams will produce expectations (relative to math, language arts, reading, science, and social studies) for Advanced, Proficient, Nearly Proficient, Minimal categories. State teams are discussing the reauthorization, "Improving America's Schools Act," as it relates to the state assessment program.
WV	
WY	None.

Part 1.8 **Counting only permanent SEA employees assigned to your state's assessment unit, how many FTEs work on the assessment programs described in this survey, plus any related developmental projects?**

Part 1.9 **Please indicate the total SEA and contractual budgets for the assessment programs described in this survey plus any related developmental projects.**

ST	Professional FTEs	Support FTEs	SEA Budget	Contractual Budget
AK	.25	.10	$40,000	$70,000
AL	6.00	2.00	$600,000	$1,600,000
AR	9.00	4.00		
AZ	5.00	3.00	$692,995	$38,900
CA	4.00	2.00		
CO	3.00	2.00	$650,000	$54,000
CT	9.00	2.00	$533,522	$2,333,309
DE	6.00	4.00		$700,000
FL	8.00	1.00		$8,000,000
GA	6.00	3.00	$0	$4,000,000
HI	4.00	0.00	$231,000	
IA	1.00	.25	$60,000	$4,000
ID	1.00	1.00	$471,500	$131,000
IL	13.00	1.50	$600,000	$5,000,000
IN	3.25	2.00	$220,000	$8,200,000
KS	2.00	1.00	$100,000	$860,000
KY	20.00	4.00		$7,000,000
LA	8.00	2.00	$1,900,000	$958,000
MA	5.00	1.00		
MD	25.00	6.00		
ME	1.00	0.00	$200,000	$1,400,000
MI	9.00	4.00		
MN	3.00	1.00	$1,000,000	
MO	1.00	1.00	$800,000	$1,000,000
MS	6.00	2.00	$4,307,407	$3,420,039
MT	.30	.10	$3,000	$5,000
NC	18.00	5.00		
ND	1.00	.50		$72,000
NE	0.00	0.00	$0	$0
NH	2.00	.25	$250,000	$1,100,000
NJ	12.50	2.00	$1,100,000	$4,500,000
NM	4.00	1.00		$70,000
NV	3.00	2.50	$604,313	$291,990
NY	26.00	49.00	$3,100,000	$250,000
OH	6.00	1.50		
OK	5.00	2.00	$276,000	$1,231,931
OR	8.00	4.50	$623,883	$2,200,000
PA	12.00	3.00	$1,550,000	$2,700,000
RI	8.00	2.00		
SC	6.00	2.00	$144,089	$1,931,006
SD	.30	0.00		$230,000
TN	15.00	32.00	$2,500,000	$1,000,000
TX	23.00	4.00	$1,500,000	$22,000,000
UT	3.00	3.50		
VA	6.00	3.00	$1,855,000	
VT	3.60	1.00	$856,000	
WA	2.00	1.00	$125,000	$450,000
WI	9.00	1.00	$100,000	$1,656,000
WV	2.00	4.00	$600,000	$300,000
WY	0.00	0.00	$0	$0

Part 1.10A Please identify the assessment services for which your state hired contractors or consultants for the period from August 1994 to August 1995.

ST	Developing the test	Providing the test	Administration	Scoring	Analysis	Reporting	Other
AK							
AL				Y		Y	
AR	Y	Y	Y	Y	Y	Y	Y
AZ		Y		Y		Y	
CA							
CO		Y	Y	Y	Y	Y	
CT	Y	Y	Y	Y	Y	Y	
DE	Y	Y	Y	Y	Y	Y	Y
FL							
GA							
HI							
IA							
ID		Y		Y		Y	Y
IL	Y		Y	Y	Y	Y	Y
IN	Y	Y		Y	Y	Y	
KS	Y	Y		Y	Y	Y	Y
KY							
LA				Y		Y	Y
MA							
MD							Y
ME	Y	Y	Y	Y	Y	Y	Y
MI	Y		Y	Y	Y	Y	
MN	Y			Y	Y		
MO			Y	Y	Y	Y	
MS	Y	Y		Y	Y	Y	Y
MT							
NC	Y	Y		Y	Y	Y	Y
ND		Y		Y		Y	Y
NE							
NH	Y		Y	Y	Y	Y	
NJ		Y	Y	Y	Y	Y	
NM	Y	Y	Y	Y	Y	Y	Y
NV							
NY	Y						
OH	Y						Y
OK							
OR	Y	Y	Y	Y	Y	Y	
PA			Y	Y	Y	Y	
RI	Y	Y	Y	Y	Y	Y	
SC		Y		Y		Y	Y
SD		Y		Y			
TN							
TX	Y		Y	Y		Y	
UT							
VA							
VT							
WA	Y	Y	Y	Y	Y	Y	
WI	Y	Y	Y	Y	Y	Y	Y
WV							
WY							
Total	20	20	17	29	21	27	15

Part 1.10B Please identify the contractors or consultants your state hired to ***develop a new test*** for the period from August 1994 to August 1995.

ST	Name of Contractor or Consultant
AK	
AL	
AR	Advanced Systems in Measurement and Evaluation, Inc.
AZ	
CA	
CO	
CT	The Psychological Corporation (for the Connecticut Academic Performance Test)
DE	Riverside Publishing Company
FL	
GA	
HI	
IA	None
ID	
IL	Metritech, Inc.
IN	CTB-McGraw Hill
KS	Center for Educational Testing & Evaluation at the University of Kansas
KY	
LA	
MA	
MD	
ME	Advanced Systems in Measurement and Evaluation, Inc.
MI	CTB-McGraw Hill and American College Testing (ACT)
MN	National Computer Systems (NCS)
MO	
MS	Harcourt, Brace and Company
MT	
NC	Technical Outreach for Public Schools and NCSU
ND	
NE	
NH	Advanced Systems in Measurement & Evaluation, Inc.
NJ	
NM	CTB-McGraw Hill
NV	
NY	Touchstone Applied Science Associates
OH	American College Testing (9th- and 12th-grade tests) and Riverside Publishing Company (4th- & 6th-grade tests)
OK	
OR	Interwest Applied Research

Part 1.10B **Please identify the contractors or consultants your state hired to *develop a new test* for the period from August 1994 to August 1995.**

ST	Name of Contractor or Consultant
PA	
RI	Advanced Systems in Measurement and Evaluation, Inc.
SC	
SD	
TN	
TX	National Computer Systems (NCS) and Harcourt Brace Educational Measurement (subcontractor for item development)
UT	
VA	
VT	
WA	Riverside Publishing Company
WI	Metritech, Inc. (for Third Grade Reading Test)
WV	
WY	

Part 1.10C **Please identify the contractors or consultants your state hired to *provide a test* for the period from August 1994 to August 1995.**

ST	Name of Contractor or Consultant
AK	
AL	
AR	The Psychological Corporation
AZ	Riverside Publishing Company
CA	
CO	WESTAT-TIMSS (Population 1)
CT	The Psychological Corporation (for the Connecticut Academic Peformance Test)
DE	Riverside Publishing Company
FL	
GA	
HI	
IA	None
ID	Riverside Publishing Company
IL	
IN	CTB-McGraw Hill
KS	Center for Education Testing & Evaluation at the University of Kansas
KY	
LA	
MA	
MD	
ME	Advanced Systems, Inc.
MI	
MN	
MO	
MS	Riverside Publishing Company, National Computer Systems, NOCTI, and Harcourt, Brace and Company
MT	
NC	Riverside Publishing Company
ND	CTB-McGraw Hill
NE	
NH	
NJ	National Computer Systems
NM	CTB-McGraw Hill and Riverside Publishing Company
NV	Expect Psychological Corporation for spring 1996
NY	
OH	
OK	
OR	Data Recognition Corporation

Part 1.10C Please identify the contractors or consultants your state hired to ***provide a test*** for the period from August 1994 to August 1995.

ST	Name of Contractor or Consultant
PA	
RI	The Psychological Corporation
SC	The Psychological Corporation
SD	The Psycological Corporation and American College Testing (ACT)
TN	
TX	
UT	
VA	
VT	
WA	CTB-McGraw Hill
WI	Harcourt, Brace, and Company (for the Knowledge and Concepts Component)
WV	
WY	

Part 1.10D **Please identify the contractors or consultants your state hired to *administer a test* for the period from August 1994 to August 1995.**

ST	Name of Contractor or Consultant
AK	
AL	
AR	Data Recognition Corporation
AZ	
CA	
CO	WESTAT-TIMSS
CT	The Psychological Corporation (for the Connecticut Academic Performance Test)
DE	Measurement, Inc. and Riverside Publishing Company
FL	
GA	
HI	
IA	None
ID	
IL	National Computer Systems
IN	
KS	
KY	
LA	
MA	
MD	
ME	Advanced Systems, Inc.
MI	National Computer Systems
MN	
MO	Assessment Resource Center at the University of Missouri at Columbia
MS	
MT	
NC	
ND	
NE	
NH	Advanced Systems, Inc.
NJ	National Computer Systems (for 8th- and 11th--grade tests)
NM	CTB-McGraw Hill
NV	
NY	
OH	
OK	
OR	Data Recognition Corporation

Part 1.10D Please identify the contractors or consultants your state hired to ***administer a test*** for the period from August 1994 to August 1995.

ST	Name of Contractor or Consultant
PA	Data Recognition Corporation
RI	Advanced Systems, Inc. and the Psychologial Corporation
SC	
SD	
TN	
TX	National Computer Systems (prints and distributes materials)
UT	
VA	
VT	
WA	CTB-McGraw Hill
WI	Questar and Harcourt Brace Measurement
WV	
WY	

Part 1.10E Please identify the contractors or consultants your state hired to ***score a test*** for the period from August 1994 to August 1995.

ST	Name of Contractor or Consultant
AK	
AL	Data Recognition Corporation, the Psychological Corporation, and CTB-McGraw Hill
AR	Data Recognition Corporation and Advanced Systems, Inc.
AZ	Riverside Publishing Company
CA	
CO	WESTAT-TIMSS
CT	The Psychological Corporation (for the Connecticut Academic Performance Test)
DE	Measurement, Inc. and National Computer Systems
FL	
GA	
HI	
IA	None
ID	Riverside Publishing Company
IL	National Computer Systems (for scanning answer sheets)
IN	CTB-McGraw Hill
KS	Center for Educational Testing & Evaluation
KY	
LA	National Computer Systems
MA	
MD	
ME	Advanced Systems, Inc.
MI	National Computer Systems
MN	Metro II
MO	Assessment Resource Center at the University of Missouri at Columbia
MS	National Computer Systems, Harcourt, Brace and Company, and NOCTI
MT	
NC	Data Recognition Corporation and National Computer Systems
ND	CTB-McGraw Hill
NE	
NH	Advanced Systems, Inc.
NJ	National Computer Systems
NM	CTB-McGraw Hill
NV	Expect Psychological Corporation for spring 1996
NY	
OH	
OK	
OR	Data Recognition Corporation

Part 1.10E **Please identify the contractors or consultants your state hired to *score a test* for the period from August 1994 to August 1995.**

ST	Name of Contractor or Consultant
PA	Data Recognition Corporation
RI	Advanced Systems, Inc. and the Psychologial Corporation
SC	The Psychological Corporation and Data Recognition Corporation
SD	The Psychological Corporation and American College Testing
TN	
TX	National Computer Systems and Measurement Inc. (as subcontractor for written composition)
UT	
VA	
VT	
WA	CTB-McGraw Hill
WI	Questar and Harcourt Brace Measurement
WV	
WY	

Part 1.10F Please identify the contractors or consultants your state hired to ***analyze test results*** for the period from August 1994 to August 1995.

ST	Name of Contractor or Consultant
AK	
AL	
AR	Data Recognition Corporation and Advanced Systems, Inc.
AZ	
CA	
CO	WESTAT-TIMSS
CT	The Psychological Corporation (for the Connecticut Academic Performance Test)
DE	Measurement, Inc. and Riverside Publishing Company
FL	
GA	
HI	
IA	None
ID	
IL	National Computer Systems and Metritech, Inc.
IN	CTB-McGraw Hill
KS	Center for Educational Testing & Evaluation
KY	
LA	
MA	
MD	
ME	Advanced Systems, Inc.
MI	National Computer Systems
MN	University of Minnesota
MO	Assessment Resource Center at the University Missouri at Columbia.
MS	Riverside Publishing Company, Harcourt Brace Measurement, National Computer Systems, NOCTI, and the Evaluation and Assessment Laboratory
MT	
NC	Thurstone Psychometric Laborating and University of North Carolina at Charlotte
ND	
NE	
NH	Advanced Systems, Inc.
NJ	National Computer Systems
NM	CTB-McGraw Hill
NV	
NY	
OH	
OK	
OR	Data Recognition Corporation

Part 1.10F Please identify the contractors or consultants your state hired to ***analyze test results*** for the period from August 1994 to August 1995.

ST	Name of Contractor or Consultant
PA	Data Recognition Corporation
RI	Advanced Systems, Inc. and the Psychological Corporation
SC	
SD	
TN	
TX	
UT	
VA	
VT	
WA	CTB-McGraw Hill
WI	Questar and Harcourt Brace Measurement
WV	
WY	

Part 1.10G Please identify the contractors or consultants your state hired to ***report test results*** for the period from August 1994 to August 1995.

ST	Name of Contractor or Consultant
AK	
AL	Data Recognition Corporation, the Psychological Corporation, and CTB-McGraw Hill
AR	Data Recognition Corporation and Advanced Systems, Inc.
AZ	Riverside Publishing Company
CA	
CO	WESTAT-TIMSS
CT	The Psychological Corporation (for the Connecticut Academic Performance Test)
DE	Measurement, Inc.and Riverside Publishing Company
FL	
GA	
HI	
IA	None
ID	Riverside Publishing Company
IL	National Computer Systems
IN	CTB-McGraw Hill
KS	Center for Educational Testing & Evaluation
KY	
LA	National Computer Systems
MA	
MD	
ME	Advanced Systems, Inc.
MI	National Computer Systems
MN	
MO	Assessment Resource Center at the University of Missouri at Columbia.
MS	Riverside Publishing Company, Harcourt Brace Measurement, National Computer Systems, and NOCTI
MT	
NC	Data Recognition Corporation and National Computer Systems
ND	CTB-McGraw Hill
NE	
NH	Advanced Systems, Inc.
NJ	National Computer Systems
NM	CTB-McGraw Hill
NV	
NY	
OH	
OK	
OR	Data Recognition Corporation

Part 1.10G **Please identify the contractors or consultants your state hired to *report test results* for the period from August 1994 to August 1995.**

ST	Name of Contractor or Consultant
PA	Data Recognition Corporation
RI	Advanced Systems, Inc. and the Psychological Corporation
SC	The Psychological Corporation and Data Recognition Corporation
SD	
TN	
TX	National Computer Systems
UT	
VA	
VT	
WA	CTB-McGraw Hill
WI	Questar and Harcourt Brace Measurement
WV	
WY	

Part 1.10H Please identify the service and the contractors or consultants your state hired to ***perform some "other" service*** for the period from August 1994 to August 1995.

ST	"Other" Service	"Other" Service Explanation
AK		
AL		
AR	Professional development and ancilliary products and services	Data Recognition Corporation and Advanced Systems, Inc.
AZ		
CA		
CO		
CT		
DE	Design for statewide Comprehensive Assessment System	Advanced Systems, Inc.
FL		
GA		
HI		
IA		
ID		Riverside Publishing Company
IL	Open-ended scoring	Measurement, Inc.
IN		
KS	Standard-setting	
KY		
LA	Materials production	National Computer Systems
MA		
MD	Sampling for NRT	West Mesa Associates
ME		Advanced Systems, Inc.
MI		
MN		
MO		
MS	Training	READ, Riverside Publishing Company, Harcourt Brace Measurement, and NOCTI
MT		
NC	Printing	Paragon Forms
ND		CTB-McGraw Hill
NE		
NH		
NJ		
NM	Consultation	Measurement Inc.
NV		
NY		

Part 1.10H Please identify the service and the contractors or consultants your state hired to ***perform some "other" service*** for the period from August 1994 to August 1995.

ST	"Other" Service	"Other" Service Explanation
OH	Printing, distribution, and collection of all materials for 9th- and 12th-grade tests Scoring, analysis, and reporting for 9th- and 12th-grade tests	National Computer Systems and CTB-McGraw Hill (4th- and 6th-grade tests) and American Printing (producing braille and large print test materials at all grades)
OK		
OR		
PA		
RI		
SC	Printing, Mailing	The Psychological Corporation and Data Recognition Corporation
SD		
TN		
TX		
UT		
VA		
VT		
WA		
WI	Performance Assessment Manual/Staff Development UW-Oshgosh	Hagar Bailley
WV		
WY		

Part 1.11 With whom did your state collaborate on assessment last year?

ST	With whom:	On what:
AK	CCSSO	Health SCASS
AL	SERVE	Assessment issues of concern to the Southeastern states.
	CCSSO	Technical Guidelines
AR	SCASS	Comprehensive Health and Arts
	New Standards Project	Math, English Language Arts, and Science Assessments.
	Paul LeMahieu	Portfolio Assessments
AZ		
CA	NAEP	All assessments administered
	New Standards Project	Reference assessments; portfolios; equity issues; and articulating standards
	CCSSO	SCASS projects
CO	New Standards Project	English Language Arts, Mathematics, & Science
	CCSSO	Science
	CCSSO	Technical Isses Regarding Performance Assessments
CT	The professional educational organizations within the state, CCSSO	State assessments in mathematics, science and language arts.
DE		
FL	Chief Council of State School Officers, State Collaborative on Assessment and Student Standards	Science
GA	SCASS collaboratives	Health, Science, Art and Technical guidelines
HI	CRESST	Social Studies, Hawaiian History
IA	None	None
ID	Northwest Regional Lab	Developing our Interdisciplinary Performance Assessment model for grades 9-12.
	NWREL	evaluating math assessment questions
IL	Assessment Advisory Committee-subcommittees deal with state-wide policy issues of assessment and with technical issues (scoring, equating, score reporting)	Technical and Policy Issues
	Content Area Assessment Advisory Committees (composed of teachers, administrators, and University personnel) in each fundamental learning area	Test blueprint construction, standard setting, test equating, item and bias review
IN		
KS		

Part 1.11 With whom did your state collaborate on assessment last year?

ST	With whom:	On what:
KY	Classroom teachers, administrators, university personnel	Design, production, and implementation of KIRIS
LA	LA Systemic Initiative Program	Math and Science curriculum and assessment frameworks
	CCSSO and other states	SCASS Technical Guidelines for Performance Assessment
	CCSSO and other states	SCASS Workplace Readiness Assessment
MA	New Standards Project	
	Advanced Systems in Measurement and Evaluation, Inc.	sub-contractor
MD	Local school system staff.	Development, administration, scoring, reporting for MSPAP
	DDD	Distribution of the functional reading, math, and citizenship tests
	Lucas Printing	Printing the functional reading, math, and citizenship tests
	National Computer Systems	Printing, distribution, scanning, and data processing for the Maryland Writing Test.
	CTB	Printing, scaling, and data processing for MSPAP
	WESTAT	Proficiency level setting and descriptions
	Michigan	Scoring MSPAP and the Maryland Writing Test
ME	Maine uses committees of teachers and representatives from higher education to update the MEA annually.	All subjects -- item development
MI	CCSSO	Employability Skills, Health.
MN		
MO	ARC, CCSSO, New Standard	MMAT, Science, Health, Art Math, ELA
MS	Riverside Publishing Co./Read	Development of training materials focused on administration of performance-based assessments for large-scale assessment components
	Harcourt, Brace & Co.	Development of training materials focused on performance-based instruction and assessment in Algebra I and U.S. History.
	Riverside	NRT with performance-based assessment component in integrated language arts and mathematics for grades 4-9.
	NOCTI	Training materials and administration of an occupational skills assessment.
MT	CCSSO	SCASS Health Project
NC	SCASS	Arts
	Georgia	Exchange of test items
	Vermont	Providing test items.
	SCASS	Technical Guidelines for Performance Assessment

Part 1.11 With whom did your state collaborate on assessment last year?

ST	With whom:	On what:
ND	Educators in North Dakota	Language Arts
NE		
NH	Teachers, administrators, State Board of Education, State Legislature, business people, and parents	All phases of assessment program
NJ	Test contractor	8th & 11th grade tests
NM	CCSSO	Workplace Readiness, Health, Reading Literacy SCASS projects
NV		
NY	New Standards Project	Performance tasks, portfolios in math, English Language arts, science at grades 4, 8, and 10.
	CCSSO	Primary Level Assessment System; Health Education; Arts Education
OH	NCREL, six other states in the region, and selected teacher educators.	Assessment literacy training components for math and science.
	CCSSO, a number of other states, selected school districts, expert consultants, and vendors' representatives.	Development of a primary level assessment system and of prototype assessment tasks and related training components for science and Health Education in grades 1-12, as well as, development and operations contracts for the 4th-, 9th-, and 12th-grade tests and development for the 6th-grade tests.
OK	Harcourt Brace Educational Measurement	Developing & Implementing CRT's for Grades 5, 8 & 11
	The Riverside Publishing Company	ITBS for Grades 3 and 7
OR	The New Standards Project	Literacy and math assessment, applied learning.
	Council of Chief State School Officers	SCASS projects on science, health, the arts, and technical guidelines in performance assessment.
PA	Advanced Systems	Evaluation of program
	CCSSO State collaborative	Research support for performance assessment
	CCSSO State collaborative	Science assessment development
	Ron Meade	Technical aspects of scoring
RI	SCASS	Health, Workplace Readiness, Technical Issues
	New Standards Project	Performance standards and math & reading reference exams
SC	CCSSO, SCASS in K-3	Primary level assessment system/pilot
SD	None	
TN	State advisory committees, teachers, and state department personnel	All assessments
TX	NAEP	Various projects

Part 1.11 With whom did your state collaborate on assessment last year?

ST	With whom:	On what:
TX	New Standard Project	portfolio development, establishing performance standards
	CCSSO-SCASS	various projects
UT	School districts	Development and implementation of CRTs and performance assessments
	State curriculum directors and subject matter specialists	Development of CRT and performance assessments
VA		
VT	CCSSO	Arts Assessment
	New Standards	Math & English/Language Arts Portfolio
	CCSSO	Technical issues in performance assessment
WA	CTB McGraw/Hill	Basic skills assessment
	NCES/NORC	NELS88
WI	Wisconsin Center for Educational Research-University of Wisconsin	Development of Performance Assessment Instruments in Math, Language Arts Science tasks.
	Various CCSSO Assessment Consortia	Workplace Readiness Assessment, Arts, and Technical Issues in Performance, Health SCASS
WV	Riverside Publishing	WV-STEP
WY	None	

Part 1.12A **What is your state's overall policy for including or excluding *students with IEPs* in assessment? Please describe briefly. Specific variations will be listed in Part 3.**

ST	Response
AK	The policy is that a student does not have to take a standardized norm-referenced test if (1) the student is eligible for special education and related services under 4 AAC 52.130 and the student's child study team has determined that the test results would not accurately reflect the student's achievement level; (2) if the student's current individualized education program (IEP) under 4 AAC 52.140 contains recommendations regarding group standardized testing, those recommendations apply and a new determination is unnecessary; (3) the student is identified in language dominance category A or B under 4 AAC 34.050 and the student, for less than three full school years immediately preceding the test dates, has been in a classroom where instruction is predominantly in English.
AL	All decisions about whether to include special needs students in testing are made by IEP/LEP/504 committees. Provisions are made to include students with IEPs/504 plans in the assessment program, while no accomodations are made for LEP students.
AR	A statement is being developed.
AZ	
CA	Required program was suspended.
CO	To be developed for the new state assessment program.
CT	Statutes permit exclusion of (1) special education students exempted by a Planning and Placement Team decision; (2) students enrolled in an ESL program for three years or less; or (3) students enrolled in a bilingual program for three years or less. In each case, the decision is made at the district or school level. For those special needs students included in testing, a number of modifications are allowed. The department has published a document titled "Guidelines for Administering Student Assessments," which is available upon request.
DE	Must be exempted by IEP. Accomodations allowed so that students can participate (e.g., more time, brailled test). Exception and accommodation processes explained in state guidelines.
FL	Certain students with active IEPs (in the categories of Educable Mentally Handicapped, Trainable Mentally Handicapped, Hearing Impaired, Specific Learning Disabled, Emotionally Handicapped, Profoundly Handicapped, or Physically Impaired, or whose ability to communicate orally or in writing is seriously impaired) are not required to take the GTAT or participate in the Writing Assessment Program. Such students may also be exempted from taking the HSCT; they would not qualify for a standard high school diploma, but would possibly pursue special high school diploma requirements.
GA	Local decision.
HI	IEP students indicating full-time, self-contained, or integrated self-contained. Stanford (8th edition) allows Braille, large print, and or signed version. Graduation test (HSTEC) allows Braille, large print, audiotape, and signed version. LEP students with less than one continuous year of schooling in Hawaii are exempt.
IA	Since Iowa has no mandated state assessment program, these policies are determined at the local level.
ID	IEP students who are mainstreamed 50% of the academic day participate unless their IEP states otherwise. Other IEP students may participate if IEP team deems it appropriate.
IL	All IEP students are to be included unless they are justifiably excluded. IEP students may only be excluded by official signatory after legally bonafide staffings recommended exclusion. Criteria will be further specified by legislative rules and State Board policies to be developed in the next two years.
IN	CASE conference committee.
KS	The only students excluded in 1995 were those whose IEP called for exclusion from the assessments. In 1995, two options will be available to districts: test at student's instructional level with exclusion only for those students with an appropriate IEP or include all students at their chronological grade level. The second option is available only to students in a regular curriculum.

Part 1.12A **What is your state's overall policy for including or excluding *students with IEPs* in assessment? Please describe briefly. Specific variations will be listed in Part 3.**

ST	Response
KY	Virtually all students are included in assessment for accountability purposes. Most participate in regular assessment activities with adaptations consistent with the normal delivery of instructional services. Adaptations may not be solely for the purpose of state-mandated assessment activities. Those students with more severe disabilities, students who cannot function within the regular curriculum, may participate in an "alternative portfolio" assessment. All data is considered in the accountability process. Students are exempt only if they are nonactive English speaking in a United States school for less than two years or if they are a foreign exchange student. Students with special instructional guidelines indicated on the IEPs may apply those same guidelines to the assessment (e.g., if course work is read to them, the assessment is read to them).
LA	1. Special education students are included on the basis of IEP modification for test must also be stated on IEP. 2. Handicapped students according to Section 504 of the Federal Rehabilitation Act are also identified for test modifications. Disabilities and modifications must be documented at the school and district level.
MA	The MA Education Reform Law of 1993 states that the new assessment system will "comply with federal requirements for accomodating children with special needs."
MD	Unless students have an IEP that outlines schooling outcomes different from regular students, they are to be included in testing. Accommodations include reading and/or transcribing for the student, extended time periods, small group administrations, use of a word processor, use of a calculator, and Braille and large print editions. LEP students can be exempted only once.
ME	A state modification and procedures document is used as a basis for making local PET decision.
MI	If a student received 50 percent or more of his or her mathematics or reading instruction in the general education classes, then the student must be tested in the MEAP. Accomodations include large print, Braille, and audiotaped versions of the tests. This policy will be revised for 1995-96 test year. All students will be tested, with the results of studies used for accreditation and other accountability measures.
MN	See section 3501.0090-3501.0106.
MO	Local IEP decision
MS	The SEA's Exclusions and Accommodations Policy is applied individually to determine the level of participation for each special needs student in the various assessment components.
MT	Districts may exclude special education students from the reporting of standardized test scores in the areas where students receive special education services.
NC	We assume that an LEA will test 95 % of its ADM. Generally, mentally handicapped students are not expected to be tested, although these students may be included if there is a testing provision in the IEP. A full range of modifications to the testing processes is offered to make the testing of exceptional children approximate with the instruction practices used.
ND	Students with IEPs that address norm-referenced testing are to follow what is in the IEP. If the IEP does not address norm-referenced testing, then the student is to be tested and results included in the school and state averages provided that the student is mainstreamed 50% or more in the courses being addressed. If a student with an IEP has the test administered in a non-standard manner (according to the IEP) then the student is to be excluded from the school, district, and state averages.
NE	Since all such decisions are made locally, there is no state policy governing such decisions. Some districts include some of the special needs students, some include all, some exclude all in their summary reports.

Part 1.12A What is your state's overall policy for including or excluding ***students with IEPs*** in assessment? Please describe briefly. Specific variations will be listed in Part 3.

ST	Response
NH	Exclusion shall be chosen only after fully exploring the various types of modifications available. Exclusion shall be appropriate only if the assessment tool will not yield a valid indication of how a student functions in a given content area. Educationally Disabled Students Requiring Assessment Modifications: An Individualized Education Program (IEP) team meeting shall be conducted for each student with an identified educational disability who is enrolled in each grade level tested. This may be scheduled as part of a meeting held to discuss other IEP issues and may be scheduled any time prior to the student's testing date. The IEP team shall examine what modifications, if any, are necessary to meet the student's needs during the assessment process. Assessment modifications shall be consistent with those modifications already being employed in the student's program. Accounting for Students with Assessment Modifications and Exclusions: All test modifications made for individual students shall be documented and reported to Advanced Systems. A Completed Roster of Modifications shall serve as this documentation in both instances. This Roster shall be returned to Advanced Systems along with all testing materials, and shall be signed by the principal or special education director. All students excluded from the assessment shall be documented and reported to Advanced Systems. The Department of Education will monitor district's exclusion rates.
NJ	All students take the tests unless their IEP specifically exempts them. The child study team may also approve modifications to the tests, e.g., extended testing time, Braille or large print materials, small group testing, etc.
NM	For all testing programs, we allow modifications, waivers, and exemptions for special needs students.
NV	At grades 4 and 8, participation of special needs students in the Nevada Proficiency Examination Program is determined by the guidelines furnished by the publisher of the norm-referenced tests administered at grades 4 and 8. In general, students mainstreamed in the subject area tested would take the examinations. Participation at these grade levels is determined by the student's IEP committee. All students, regardless of status, must pass the high school proficiency examinations in order to earn a standard high school diploma. Specified testing accommodations may be allowed for students whose educational programs are governed by an IEP. Students of limited English proficiency may be given up to twice as much time to complete the examinations as is given regular students.
NY	Sections 100.2 and 200.4 of the Regulations of the Commissioner of Education require that the Individualized Education Program (IEP) for each student with a disability list those testing modifications which are necessary to permit the student an equitable opportunity to demonstrate abilities and competencies, and that such modifications are to be consistently implemented in the recommended educational program. In a similar manner, students determined to have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, who may not require special education or related services, are also entitled to receive testing modifications based on their Section 504 Accommodation Plan.
OH	Students with disabilities are required to take the tests unless specifically exempted by the IEP. Provisions for accomodations may be made, but only through the IEP.
OK	IEP students can be exempted by recommendation of the IEP Team and parental permission.
OR	Oregon's policy is to be as inclusive as possible. State guidelines are developed but decisions are made locally. All students are encouraged to participate. If students are taking the basic curriculum, they are to take the test. Otherwise, the school's multidisciplinary team determines whether they can take an adapted test (which is not included in the school's reported results) or not take the test.

Part 1.12A What is your state's overall policy for including or excluding ***students with IEPs*** in assessment? Please describe briefly. Specific variations will be listed in Part 3.

ST	Response
PA	Most students are included in the assessment. Students with IEPs may be excused from the assessment when requested by the IEP team for such reasons as emotional stress caused by the assessment process or lack of environmental awareness on the part of the student. Extra time, large print, Braille, and any other accomodations are allowed short of reading the reading passages to the students.
RI	Shifting from those with less than 50% of time in special education service to inclusion of all students.
SC	The local IEP committee meets and determines whether the test is appropriate and what available accommodations are appropriate for each student. All students are included unless they have an IEP or 504 plan that specifically states that the testing programs are inappropriate for the students. NRT large print, loose leaf, hearing handicapped oral administration, sign language, and Braille form accommodations are available. Students can dictate answers or compositions, type, or use methods appropriate for their disabilities.
SD	Local decision is based on state guidelines.
TN	Tennessee students are tested in the mandated programs unless they have been excluded by an IEP. LEP students may also be excluded. Additional modifications are allowable if they do not invalidate scores.
TX	New State Board of Education (SBOE) rules have been adopted and will be in effect beginning in January 1996. A copy of those rules (Chapter 101 Assessment) is attached at the end of this document. Please refer to Section 101.3 Testing Accommodations and Exemptions. Paragraphs (c) and (d) deal with special education exemptions; paragraphs (e), (f), (g), and (h) deal with limited English proficiency exemptions.
UT	Basically the same as NAEP inclusion/exclusion criteria. For the statewide testing program, IEP students are excluded if they are mainstreamed less than 50% of the time.
VA	Special needs students are included in the reports of the Virginia State Assessment Program (VSAP, the NRT testing program) if they take the test under standard conditions. However, special needs students are included in the Literacy Passport Testing program results unless specifically exempted or postponed by IEP. Accomodations are allowed as specified in students' IEPs and are consistent with usual classroom assessment accommodations. Results of testing with accommodations that result in changes in the construct being assessed (e.g., listening, in place of reading) are flagged.
VT	Accommodations in assessment setting expected to match accommodations in instructional setting. Special needs students may be excluded from standardized test component but not from portfolio.
WA	Decision is made on a case-by-case basis dependent upon expectations for students in regular classroom.
WI	Exceptional educational needs (EEN) students and limited-English speaking students (LES) should be given the opportunity to acquire and demonstrate their competence. Therefore, whenever possible, these students are to be included in the statewide assessments. The IEP must include a statement consistent with the student's instructional program and the match with the content and formats of tests and the student's inclusion or exclusion or modifications required for participation in district testing programs. Decisions should be explained to parents, and districts should be able to document parental understanding.
WV	The IEP dictates if the student participates.
WY	We do not have a state assessment program.

Part 1.12B **What is your state's overall policy for including or excluding *LEP students* in assessment? Please describe briefly. Specific variations will be listed in Part 3.**

ST	Response
AK	The policy is that a student does not have to take a standardized norm-referenced test if (1) the student is eligible for special education and related services under 4 AAC 52.130 and the student's child study team has determined that the test results would not accurately reflect the student's achievement level; (2) if the student's current individualized education program (IEP) under 4 AAC 52.140 contains recommendations regarding group standardized testing, those recommendations apply and a new determination is unnecessary; (3) the student is identified in language dominance category A or B under 4 AAC 34.050 and the student, for less than three full school years immediately preceding the test dates, has been in a classroom where instruction is predominantly in English.
AL	All decisions about whether to include special needs students in testing are made by IEP/LEP/504 committees. Provisions are made to include students with IEPs/504 plans in the assessment program, while no accomodations are made for LEP students.
AR	A statement is being developed.
AZ	Exempt for 3 years on NRTs.
CA	Required program was suspended.
CO	To be developed for the new state assessment program.
CT	Statutes permit exclusion of (1) special education students exempted by a Planning and Placement Team decision; (2) students enrolled in an ESL program for three years or less; or (3) students enrolled in a bilingual program for three years or less. In each case, the decision is made at the district or school level. For those special needs students included in testing, a number of modifications are allowed. The department has published a document titled "Guidelines for Administering Student Assessments," which is available upon request.
DE	Same Spanish version NRT available in '94-'95 program. Can be exempted or provided with accommodations per state guidelines.
FL	LEP students may be exempted from taking state tests during their first two years of attendance in English-speaking schools. LEP students are ultimately not exempted from the requirement to pass the graduation test in order to receive a standard high school diploma.
GA	Local decision.
HI	IEP students indicating full-time, self-contained, or integrated self-contained. Stanford (8th edition) allows Braille, large print, and or signed version. Graduation test (HSTEC) allows Braille, large print, audiotape, and signed version. LEP students with less than one continuous year of schooling in Hawaii are exempt.
IA	Since Iowa has no mandated state assessment program, these policies are determined at the local level.
ID	LEP students in English-speaking schools for more than two years (not including bilingual) participate.
IL	All LEP students are to be included unless they are justifiably excluded. LEP students may only be excluded by official signatory after legally bonafide staffings recommended exclusion. Criteria will be further specified by legislative rules and State Board policies to be developed in the next two years. A statewide assessment of English proficiency in reading and writing for students in bilingual education programs in grades 3 through 11 who are currently exempt from IGAP is planned for March 1996.
IN	Local informal language proficiency test.
KS	The only students excluded in 1995 were those whose IEP called for exclusion from the assessments.
KY	Virtually all students are included in assessment for accountability purposes. Most participate in regular assessment activities with adaptations consistent with the normal delivery of instructional services. Adaptations may not be solely for the purpose of state-mandated assessment activities. Those students with more severe disabilities, students who cannot function within the regular curriculum, may participate in an "alternative portfolio" assessment. All data is considered in the accountability process. Students are exempt only if they are nonactive English speaking in a United States school for less than two years or if they are a foreign exchange student. Students with special instructional guidelines indicated on the IEPs may apply those same guidelines to the assessment (e.g., if course work is read to them, the assessment is read to them).

Part 1.12B What is your state's overall policy for including or excluding ***LEP students*** in assessment? Please describe briefly. Specific variations will be listed in Part 3.

ST	Response
LA	LEP students are identified and may receive appropriate test modifications.
MA	The MA Education Reform Law of 1993 states that the new assessment system will "comply with federal requirements for accomodating children with special needs."
MD	LEP students can be exempted only once.
ME	A state modification and procedures document is used as a basis for making local PET decision.
MI	Students may be excluded if English is not the native language and the student has not been in the country for two years.
MN	See section 3501.0090-3501.0106.
MO	Local decision.
MS	
MT	LEP students not addressed in the administrative rule
NC	We assume that an LEA will test 95% of its ADM. Generally LEP students are assessed individually for English proficiency. If at level III or above, they are expected to take the state tests.
ND	All LEP students are to take the tests. Students' IEPs and LEPs are to code this on their answer documents.
NE	Since all such decisions are made locally, there is no state policy governing such decisions. Some districts include some of the special needs students, some include all, some exclude all in their summary reports.
NH	Exclusion shall be chosen only after fully exploring the various types of modifications available. Exclusion shall be appropriate only if the assessment tool will not yield a valid indication of how a student functions in a given content area. Other Students Needing Assessment Modifications: There may be some students who, even though they do not have an identified educational disability, may need some sort of test modification, such as a student with a temporary disability such as a broken arm, or certain ESL students. Modifications and exclusions shall be made for ESL students based on their levels of English language proficiency. Non-English-proficient (NEP) students shall be excluded from the assessment. Limited-, transitional-, and fluent-English-proficient students shall participate in the assessment with modifications as needed. In keeping with the State Board's policy to have decisions regarding modifications made by a group at the local level, an Assessment Modification Team (AMT) shall meet to discuss and recommend any modifications for a student who does not have an identified educational disability. The AMT shall include one of the student's classroom teachers, the building principal, related services personnel, and , whenever possible, the student's parents. If it is not feasible for the student's parents to attend the meeting, they shall be notified of the committee's recommendations before the assessment. Assessment modifications shall be consistent with those modifications already being employed in the student's program. Accounting for Students with Assessment Modifications and Exclusions: All test modifications made for individual students shall be documented and reported to Advanced Systems. A Completed Roster of Modifications shall serve as this documentation in both instances. This Roster shall be returned to Advanced Systems along with all testing materials and shall be signed by the principal or special education director. All students excluded from the assessment shall be documented and reported to Advanced Systems. The Department of Education will monitor district's exclusion rates.
NJ	LEP students may be exempted from testing if they have been in a bilingual or ESL program for less than two years prior to testing and score below 133 on the Maculaitis test.
NM	For all testing programs, we allow modifications, waivers, and exemptions for special needs students.

Part 1.12B **What is your state's overall policy for including or excluding *LEP students* in assessment? Please describe briefly. Specific variations will be listed in Part 3.**

ST	Response
NV	Students of limited English proficiency are administered the Language Assessment Scales in lieu of the CTBS at grades 4 and 8 when their skills in English are judged to be inadequate to provide a reasonable expectation that the student could pass the standard examinations. All students, regardless of status, must pass the high school proficiency examinations in order to earn a standard high school diploma. Specified testing accommodations may be allowed for students whose educational programs are governed by an IEP. Students of limited English proficiency may be given up to twice as much time to complete the examinations as is given regular students.
NY	Sections 100.2 and 200.4 of the Regulations of the Commissioner of Education require that the Individualized Education Program (IEP) for each student with a disability list those testing modifications which are necessary to permit the student an equitable opportunity to demonstrate abilities and competencies, and that such modifications are to be consistently implemented in the recommended educational program. In a similar manner, students determined to have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, who may not require special education or related services, are also entitled to receive testing modifications based on their Section 504 Accommodation Plan.
OH	ESL/LEP students must eventually pass all 9th-grade tests in order to graduate from high school. ESL/LEP students may have additional time and use translation dictionaries. ESL/LEP students who qualify may take an oral administration of the 9th-grade tests and may have the assistance of an interpreter.
OK	LEPs (where there is a need) can be exempted through written request by the parent. An LEP child to be considered for exemption must fit Federal LEP definition and must be enrolled in special classes for LEP students. LEP students can only be considered for exemption during the first three years enrollment in OK (this began with school year 1994-5). Accommodations are provided as necessary.
OR	Oregon's policy is to be as inclusive as possible. State guidelines are developed but decisions are made locally. All students are encouraged to participate. If students are taking the basic curriculum, they are to take the test. Otherwise, the school's multidisciplinary team determines whether they can take an adapted test (which is not included in the school's reported results) or not take the test.
PA	Most students are included in the assessment. Students who don't understand, speak, read, or write any English and have been in United States school systems less than three years should be excused from the assessment. Extra time and any other accomodations are allowed short of reading the reading passages to the students.
RI	Shifting from those with at least two years of education in U.S. to inclusion of all students.
SC	Non-English speaking students are not required to take the tests if the local administration feels that valid results cannot be obtained because of the language barrier. NRT large print, loose leaf, hearing handicapped oral administration, sign language, and Braille forms are available. Students can dictate answers or compositions, type, or use methods appropriate for their disabilities.
SD	Local decision.
TN	Tennessee students are tested in the mandated programs unless they have been excluded by an IEP. LEP students may also be excluded. Additional modifications are allowable if they do not invalidate scores.
TX	New State Board of Education (SBOE) rules have been adopted and will be in effect beginning in January 1996. A copy of those rules (Chapter 101 Assessment) is attached at the end of this document. Please refer to Section 101.3 Testing Accommodations and Exemptions. Paragraphs (c) and (d) deal with special education exemptions; paragraphs (e), (f), (g), and (h) deal with limited English proficiency exemptions.
UT	Basically the same as NAEP inclusion/exclusion criteria. For the statewide testing program, IEP students are excluded if they are mainstreamed less than 50% of the time.
VA	Special needs students are included in the reports of the Virginia State Assessment Program (VSAP, the NRT testing program) if they take the test under standard conditions. However, special needs students are included in the Literacy Passport Testing program results unless specifically exempted or postponed by IEP. Accomodations are allowed as specified in students' IEPs and are consistent with usual classroom assessment accommodations. Results of testing with accommodations that result in changes in the construct being assessed (e.g., listening, in place of reading) are flagged.

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Part 1.12B **What is your state's overall policy for including or excluding *LEP students* in assessment? Please describe briefly. Specific variations will be listed in Part 3.**

ST	Response
VT	Accommodations in assessment setting expected to match accommodations in instructional setting. Special needs students may be excluded from standardized test component but not from portfolio.
WA	Special needs students are excluded if required by IEP. Otherwise the decision is made on a case-by-case basis dependent upon expectations for students in regular classroom. Some test administration accomodations are allowed, e.g., large print or Braille, individual testing, marking answers for students.
WI	Exceptional educational needs (EEN) students and limited-English speaking students (LES) should be given the opportunity to acquire and demonstrate their competence. Therefore, whenever possible, these students are to be included in the statewide assessments. The IEP must include a statement consistent with the student's instructional program and the match with the content and formats of tests and the student's inclusion or exclusion or modifications required for participation in district testing programs. Decisions should be explained to parents, and districts should be able to document parental understanding.
WV	
WY	We do not have a state assessment program.

Part 1.13 **Statewide, what percentage of the students tested are classified as LEP or with IEPs?**

	Students with an IEP			LEP Students		
ST	Elementary	High School	Total (PK - Grade 12)	Elementary	High School	Total (PK - Grade 12)
AK	8.0			8.0		
AL						
AR						
AZ						
CA				20.0	11.5	
CO						
CT	10.5	5.0		1.4	0.4	
DE	11.0	7.0	9.0	1.0	1.0	1.0
FL						
GA	11.0	7.0		0.9	0.8	
HI	9.0	10.0		6.0	6.0	
IA						
ID						
IL	10.0			3.0		
IN	8.0	8.0	16.0			
KS	7.0	3.0		1.8	0.8	
KY						
LA	6.0	6.0		1.0	1.0	
MA	8.0	7.0		2.0	2.0	
MD			11.7			1.8
ME	7.0	4.0		1.0	1.0	
MI						
MN						
MO	10.0	8.0	9.0	1.0	1.0	1.0
MS						
MT	10.0	5.0		5.0	3.0	
NC	12.0	10.0		1.0	1.0	
ND	7.0	6.0		1.0	1.0	
NE						
NH	11.0			1.0		
NJ	9.0	9.0		3.0	3.0	
NM						
NV						
NY	10.0	10.0		2.0	2.0	
OH						
OK	14.0	10.0		3.0	3.0	
OR	11.2	9.1		1.2	0.7	
PA	7.8	7.8		1.0	1.0	
RI	9.0	7.0	8.0	5.0	4.0	5.0
SC						
SD	10.0	5.0		1.0	2.0	
TN	8.0	8.0				
TX	7.0	5.0	7.0	5.0	13.0	7.0
UT						
VA				1.0	1.0	
VT						
WA				2.0	1.0	2.0
WI	8.6	6.7				
WV	11.0	7.8				
WY						

Part 1.14 Are students permitted to use calculators on your state's math or science asessments? Do any of your state assessments include questions designed intentionally for calculator use?

	Math		Science	
ST	Use Permitted?	Questions intentionally designed?	Use Permitted?	Questions intentionally designed?
AK				
AL	Yes	No	No	No
AR	Yes	Yes	No	No
AZ				
CA	Yes	No	Yes	No
CO				
CT	Yes	Yes	Yes	Yes
DE	No	No		
FL	Yes	No		
GA	Yes		Yes	
HI	No		No	
IA				
ID	Yes	No		
IL	Yes	No	Yes	No
IN	No	No	No	No
KS	Yes			
KY				
LA	No		No	
MA	No	No	No	No
MD	Yes	No	Yes	No
ME	Yes	Yes		
MI	Yes			
MN	Yes	Yes	Yes	No
MO	Yes	Yes	Yes	Yes
MS	Yes	Yes		
MT				
NC	Yes	Yes	Yes	
ND	No		No	
NE				
NH	No	No	No	No
NJ	Yes	Yes		
NM	Yes	Yes		
NV	No	No		
NY	Yes	No	Yes	No
OH	Yes	No	Yes	No
OK	No	No	No	No
OR	Yes	No		
PA	Yes	No		
RI	Yes	Yes		
SC		No	No	
SD	Yes	No		
TN	No		No	
TX	No		No	
UT	Yes	No		
VA	No	No	No	No
VT	Yes	No		
WA	Yes	No		
WI	Yes	No	Yes	No
WV				
WY				
Total	Yes=28 No=12	Yes=10 No=23	Yes=11 No=13	Yes=2 No=14

Part 1.15A Please check in the appropriate box if you have provided any ***print materials*** to any of these groups for training or professional development reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK			Y			
AL		Y	Y		Y	
AR	Y	Y	Y	Y	Y	Y
AZ						
CA						
CO		Y	Y			
CT		Y	Y	Y	Y	
DE		Y	Y	Y		
FL		Y	Y		Y	Y
GA						
HI						
IA						
ID		Y	Y			
IL	Y	Y	Y	Y	Y	
IN		Y	Y	Y	Y	
KS		Y	Y			
KY		Y				Y
LA		Y	Y		Y	
MA		Y	Y			
MD		Y	Y	Y	Y	
ME						
MI		Y	Y		Y	
MN						
MO	Y	Y	Y	Y	Y	
MS		Y	Y		Y	Y
MT						
NC		Y	Y		Y	
ND		Y	Y	Y	Y	
NE						
NH		Y	Y			
NJ		Y	Y			
NM		Y	Y			
NV		Y	Y			
NY		Y	Y	Y	Y	
OH		Y	Y	Y	Y	
OK		Y	Y	Y	Y	
OR		Y	Y			
PA		Y	Y			
RI		Y	Y			
SC		Y	Y	Y	Y	
SD						
TN	Y	Y	Y	Y		
TX						
UT		Y	Y	Y		
VA		Y			Y	
VT	Y	Y	Y	Y	Y	
WA	Y	Y				
WI		Y				
WV		Y	Y			
WY						
Total	6	37	34	15	19	4

Part 1.15B Please check in the appropriate box if you have provided any ***video materials*** to any of these groups for training or professional development reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL		Y				
AR		Y	Y		Y	Y
AZ						
CA						
CO						
CT						
DE						
FL		Y	Y			
GA		Y	Y	Y		
HI		Y	Y			
IA						
ID						
IL	Y	Y				
IN		Y				
KS		Y	Y			
KY		Y				
LA						
MA						
MD						
ME						
MI			Y			
MN						
MO		Y			Y	
MS		Y	Y			Y
MT						
NC						
ND		Y	Y	Y	Y	
NE						
NH						
NJ						
NM						
NV						
NY						
OH		Y	Y			
OK						
OR						
PA						
RI						
SC		Y	Y		Y	
SD						
TN	Y	Y				
TX						
UT		Y	Y			
VA		Y				
VT						
WA						
WI						
WV						
WY						
Total	2	17	11	2	4	2

Part 1.15C Please check in the appropriate box if you have provided any ***TV broadcast materials*** to any of these groups for training or professional development reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR		Y	Y			Y
AZ						
CA						
CO						
CT						
DE						
FL						
GA						
HI		Y	Y			
IA						
ID						
IL						
IN						
KS		Y	Y			
KY		Y				
LA						
MA						
MD						
ME						
MI			Y			
MN						
MO						
MS						
MT						
NC						
ND						
NE						
NH						
NJ						
NM						
NV						
NY						
OH						
OK						
OR		Y	Y			
PA						
RI						
SC		Y	Y		Y	
SD						
TN						
TX						
UT						
VA		Y	Y	Y	Y	
VT						
WA						
WI						
WV						
WY						
Total	0	7	7	1	2	1

Part 1.15D Please check in the appropriate box if you have provided any ***computer software*** to any of these groups for training or professional development reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR		Y	Y			Y
AZ						
CA						
CO						
CT						
DE						
FL						
GA						
HI						
IA						
ID						
IL						
IN						
KS						
KY						
LA						
MA						
MD						
ME						
MI						
MN						
MO						
MS						
MT						
NC		Y	Y			
ND						
NE						
NH						
NJ						
NM						
NV						
NY						
OH						
OK						
OR						
PA						
RI						
SC						
SD						
TN						
TX						
UT						
VA						
VT						
WA						
WI						
WV						
WY						
Total	0	2	2	0	0	1

Part 1.16A Please check in the appropriate box if you have provided any ***print materials*** to any of these groups for explanatory or publicity reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR	Y	Y	Y		Y	
AZ						
CA						
CO		Y	Y	Y		
CT	Y	Y	Y			
DE		Y	Y		Y	
FL	Y	Y	Y		Y	
GA	Y	Y	Y		Y	
HI						
IA						
ID		Y	Y		Y	
IL	Y	Y	Y		Y	
IN		Y	Y		Y	
KS		Y	Y		Y	
KY						
LA		Y	Y			
MA	Y	Y	Y		Y	
MD	Y	Y	Y		Y	
ME						
MI		Y			Y	
MN		Y	Y		Y	
MO	Y	Y	Y	Y	Y	
MS		Y	Y		Y	
MT						
NC	Y	Y	Y		Y	
ND		Y	Y	Y	Y	
NE						
NH		Y	Y		Y	
NJ	Y	Y	Y			
NM	Y	Y	Y		Y	
NV			Y		Y	
NY	Y	Y	Y		Y	
OH	Y	Y	Y		Y	
OK	Y	Y	Y		Y	
OR	Y				Y	
PA		Y	Y		Y	
RI		Y	Y		Y	
SC	Y	Y	Y	Y	Y	
SD						
TN	Y	Y	Y		Y	
TX	Y	Y	Y			
UT						
VA		Y			Y	
VT		Y			Y	
WA						
WI	Y	Y	Y			
WV					Y	
WY						
Total	19	33	31	32	30	4

Part 1.16B Please check in the appropriate box if you have provided any ***video materials*** to any of these groups for explanatory or publicity reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR		Y	Y			
AZ						
CA						
CO		Y	Y	Y	Y	
CT						
DE						
FL						
GA						
HI						
IA						
ID						
IL	Y	Y				
IN						
KS		Y	Y			
KY						
LA						
MA						
MD						
ME						
MI			Y			
MN						
MO		Y	Y	Y	Y	
MS						
MT						
NC						
ND		Y	Y	Y	Y	
NE						
NH						
NJ						
NM						
NV						
NY						
OH						
OK						
OR						
PA						
RI						
SC		Y	Y	Y	Y	
SD						
TN						
TX		Y	Y			
UT						
VA		Y				
VT						
WA						
WI						
WV						
WY						
Total	1	9	8	4	4	0

Part 1.16C Please check in the appropriate box if you have provided any ***TV broadcast materials*** to any of these groups for explanatory or publicity reasons:

ST	Students	Teachers	Administrators	Parents	Policy Makers	Other groups
AK						
AL						
AR		Y	Y			
AZ						
CA						
CO			Y	Y	Y	
CT						
DE						
FL						
GA						
HI		Y				
IA						
ID						
IL						
IN						
KS		Y	Y			
KY		Y				
LA						
MA						
MD						
ME						
MI			Y			
MN						
MO						
MS						
MT						
NC						
ND						
NE						
NH			Y			
NJ						
NM						
NV						
NY						
OH	Y		Y	Y	Y	
OK						
OR		Y				
PA						
RI						
SC		Y	Y	Y	Y	
SD						
TN						
TX			Y			
UT						
VA		Y	Y			
VT						
WA						
WI						
WV						
WY						
Total	1	9	9	3	3	0

Part 1.16D Please check in the appropriate box if you have provided any ***computer software*** to any of these groups for explanatory or publicity reasons:

ST	Students	Teachers	Administrators	Parents	Policymakers	Other groups
AK						
AL						
AR						
AZ						
CA						
CO						
CT			Y		Y	
DE						
FL						
GA						
HI						
IA						
ID						
IL						
IN						
KS						
KY						
LA						
MA						
MD						
ME						
MI						
MN						
MO						
MS						
MT						
NC						
ND						
NE						
NH						
NJ						
NM						
NV						
NY						
OH						
OK						
OR						
PA						
RI						
SC						
SD						
TN						
TX						
UT						
VA						
VT						
WA						
WI						
WV						
WY						
Total	0	0	1	0	1	0

PART 2-A
NONTRADITIONAL ASSESSMENT

Part 2.1A Does your state administer any non-multiple-choice assessment exercises? Does it plan to develop any non-multiple-choice assessment exercises?

ST	Administer?	Plan to develop?
AK	Yes	
AL	Yes	
AR	Yes	Yes
AZ	No	
CA	Yes	Yes
CO	No	Yes
CT	Yes	
DE	Yes	Yes
FL	Yes	
GA	Yes	
HI	Yes	Yes
IA	No	No
ID	Yes	
IL	Yes	Yes
IN	No	Yes
KS	Yes	
KY	Yes	Yes
LA	Yes	
MA	Yes	Yes
MD	Yes	
ME	Yes	Yes
MI	No	Yes
MN	Yes	Yes
MO	Yes	
MS	Yes	
MT	No	
NC	Yes	
ND	No	Yes
NE	No	Yes
NH	Yes	
NJ	Yes	
NM	Yes	
NV	Yes	
NY	Yes	
OH	Yes	
OK	Yes	
OR	Yes	
PA	Yes	
RI	Yes	Yes
SC	Yes	Yes
SD	No	No
TN	Yes	
TX	Yes	
UT	Yes	
VA	Yes	Yes
VT	Yes	
WA	No	Yes
WI	Yes	Yes
WV	Yes	
WY	No	No

Totals Yes = 39 Yes = 19
No = 11 No = 3

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
AK	Writing	Extended response open-ended	5, 10	In use	May be used
AL	Math	Enhanced multiple choice	9,10	In use	Not available, secured
AL	Math	Short-answer, open-ended, constructed response	9,10	In use	Not available, secured
AL	Writing	Extended response open-ended	5, 7	In use	May be examined, but not used
AR	Language Arts	Enhanced multiple choice	4, 8, 11, 12	Completed development	Will become available later
AR	Language Arts	Short-answer, open-ended, constructed response	4, 8, 11, 12	Completed development	Will become available later
AR	Language Arts	Extended response open-ended	4, 8, 11, 12	Completed development	Will become available later
AR	Language Arts	Portfolio or learning record	8	Begun development	Will become available later
AR	Math	Enhanced multiple choice	4, 8, 11, 12	Completed development	Will become available later
AR	Math	Short-answer, open-ended, constructed response	4, 8, 11, 12	Completed development	Will become available later
AR	Math	Extended response open-ended	4, 8, 11, 12	Completed development	Will become available later
AR	Math	Portfolio or learning record	K-12	Begun development	Will become available later
AR	Reading	Enhanced multiple choice	4, 8, 11, 12	Completed development	Will become available later
AR	Reading	Short-answer, open-ended, constructed response	4, 8, 11, 12	Completed development	Will become available later
AR	Reading	Extended response open-ended	4, 8, 11, 12	Completed development	Will become available later
AR	Social Studies	Enhanced multiple choice	5, 8, 10	In use	Not available, secured
AR	Writing	Enhanced multiple choice	4, 8, 11, 12	Completed development	Will become available later
AR	Writing	Short-answer, open-ended, constructed response	4, 8, 11, 12	Completed development	Will become available later
AR	Writing	Extended response open-ended	4, 8, 11, 12	Completed development	Will become available later
AR	Writing	Portfolio or learning record	4, 8, 11, 12	Begun development	Will become available later
CA	Biology	Enhanced multiple choice	9, 10, 11, 12	Ready for use	Some may be used
CA	Biology	Short-answer, open-ended, constructed response	9, 10, 11, 12	Ready for use	Some may be used
CA	Biology	Extended response open-ended	9, 10, 11, 12	Ready for use	Some may be used
CA	Biology	Individual performance assessment	9, 10, 11, 12	Ready for use	Some may be used
CA	Biology	Portfolio or learning record	9, 10, 11, 12	Ready for use	May be used

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Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
CA	Chemistry	Enhanced multiple choice	9, 10, 11, 12	In use	Some may be used
CA	Chemistry	Short-answer, open-ended, constructed response	9, 10, 11, 12	In use	Some may be used
CA	Chemistry	Extended response open-ended	9, 10, 11, 12	In use	Some may be used
CA	Chemistry	Individual performance assessment	9, 10, 11, 12	In use	Some may be used
CA	Chemistry	Portfolio or learning record	9, 10, 11, 12	In use	May be used
CA	Economics	Enhanced multiple choice	12	In use	Some may be used
CA	Economics	Short-answer, open-ended, constructed response	12	In use	Some may be used
CA	Economics	Individual performance assessment	12	In use	Some may be used
CT	Interdisciplinary	Other	10	In use	Some may be used
CT	Math	Enhanced multiple choice	4, 6, 8, 10	In use	Some may be used
CT	Math	Short-answer, open-ended, constructed response	4, 6, 8, 10	In use	Some may be used
CT	Math	Extended response open-ended	4, 6, 8, 10	In use	Some may be used
CT	Reading	Short-answer, open-ended, constructed response	4, 6, 8, 10	In use	Some may be used
CT	Reading	Extended response open-ended	4, 6, 8, 10	In use	Some may be used
CT	Science	Short-answer, open-ended, constructed response	10	In use	Some may be used
CT	Science	Extended response open-ended	10	In use	Some may be used
CT	Science	Individual performance assessment	10	In use	Some may be used
CT	Science	Group performance assessment	10	In use	Some may be used
CT	Writing	Extended response open-ended	4, 6, 8, 10	In use	Some may be used
CT	Writing	Other	10	Piloted, being refined	Some may be used
DE	Math	Enhanced multiple choice	3, 5, 8, 10	Funded, not started	Will become available later
DE	Math	Short-answer, open-ended, constructed response	3, 5, 8, 10	Funded, not started	Will become available later
DE	Math	Short-answer, open-ended, constructed response	3, 5, 8, 10	In use	Not available, secured
DE	Math	Extended response open-ended	3, 5, 8, 10	Funded, not started	Will become available later
DE	Math	Extended response open-ended	3, 5, 8, 10	In use	
DE	Math	Portfolio or learning record	2-4, 5-8	Piloted, being refined	Will become available later

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Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
DE	Other language arts	Enhanced multiple choice	3, 5, 8, 10	Plan to develop	Will become available later
DE	Other language arts	Short-answer, open-ended, constructed response	3, 5, 8, 10	Plan to develop	Will become available later
DE	Other language arts	Extended response open-ended	3, 5, 8, 10	Plan to develop	Will become available later
DE	Other language arts	Individual performance assessment	3, 5, 8, 10	Plan to develop	Will become available later
DE	Other language arts	Portfolio or learning record	2-4, 5-8	Plan to develop	Will become available later
DE	Reading	Short-answer, open-ended, constructed response	3, 5, 8, 10	In use	Not available, secured
DE	Reading	Extended response open-ended	3, 5, 8, 10	In use	Not available, secured
DE	Reading	Individual performance assessment	3, 5, 8, 10		
DE	Reading	Portfolio or learning record	3, 5, 8, 10		
DE	Science	Enhanced multiple choice	3, 5, 8, 10	Plan to develop	Will become available later
DE	Science	Short-answer, open-ended, constructed response	3, 5, 8, 10	Plan to develop	Will become available later
DE	Science	Extended response open-ended	3, 5, 8, 10	Plan to develop	Will become available later
DE	Science	Individual performance assessment	3, 5, 8, 10	Plan to develop	Will become available later
DE	Science	Portfolio or learning record	3, 5, 8, 10	Plan to develop	Will become available later
DE	Social studies	Enhanced multiple choice	3, 5, 8, 10	Plan to develop	Will become available later
DE	Social studies	Short-answer, open-ended, constructed response	3, 5, 8, 10	Plan to develop	Will become available later
DE	Social studies	Extended response open-ended	3, 5, 8, 10	Plan to develop	Will become available later
DE	Social studies	Individual performance assessment	3, 5, 8, 10	Plan to develop	Will become available later
DE	Social studies	Portfolio or learning record	3, 5, 8, 10	Plan to develop	Will become available later
DE	Writing	Individual performance assessment	3, 5, 8, 10	Plan to develop	Will become available later
DE	Writing	Individual performance assessment	3, 5, 8, 10	Completed development	Will become available later
DE	Writing	Individual performance assessment	3, 5, 8, 10	In use	May be used
FL	Math	Other	11	Begun development	May be examined, but not used
FL	Writing	Extended response open-ended	4, 8, 10	In use	Not available, secured
GA	Health	Short-answer, open-ended, constructed response	11	Completed development	Not available, secured
GA	Language Arts	Observation	K	Ready for use	May be examined, but not used
GA	Language Arts	Individual performance assessment	K	Ready for use	May be examined, but not used

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
GA	Math	Short-answer, open-ended, constructed response	11	Begun development	Not available, secured
GA	Math	Observation	K	Ready for use	May be examined, but not used
GA	Math	Individual performance assessment	K	Ready for use	May be examined, but not used
GA	Reading	Short-answer, open-ended, constructed response	11	Begun development	Not available, secured
GA	Reading	Observation	K	Ready for use	May be examined, but not used
GA	Reading	Individual performance assessment	K	Ready for use	May be examined, but not used
GA	Science	Short-answer, open-ended, constructed response	11	Begun development	Not available, secured
GA	Social Studies	Short-answer, open-ended, constructed response	11	Begun development	Not available, secured
GA	Writing	Individual performance assessment	8, 11	Begun development	Not available, secured
GA	Writing	Individual performance assessment	3, 5	Ready for use	Not available, secured
HI	Health	Short-answer, open-ended, constructed response	10, 11, 12	Completed development	May be examined, but not used
HI	Language Arts	Interview	10, 11, 12	Completed development	May be examined, but not used
HI	Language Arts	Observation	10, 11, 12	Completed development	May be examined, but not used
HI	Math	Short-answer, open-ended, constructed response	10, 11, 12	Completed development	May be examined, but not used
HI	Reading	Short-answer, open-ended, constructed response	10, 11, 12	Completed development	May be examined, but not used
HI	Social Studies	Short-answer, open-ended, constructed response	10, 11, 12	Completed development	May be examined, but not used
HI	Vocational Education	Short-answer, open-ended, constructed response	10, 11, 12	Completed development	May be examined, but not used
HI	Writing	Short-answer, open-ended, constructed response	10, 11, 12	Completed development	May be examined, but not used
ID	Geography	Project, exhibition, demonstration	9, 10, 11, 12	Begun development	Will become available later
ID	History	Project, exhibition, demonstration	9, 10, 11, 12	Begun development	Will become available later
ID	Language Arts	Individual performance assessment	9, 10, 11, 12	Completed development	Will become available later
ID	Language Arts	Project, exhibition, demonstration	9, 10, 11, 12	Completed development	Will become available later

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
ID	Math	Extended response open-ended	4, 8	Completed development	May be examined, but not used
ID	Math	Individual performance assessment	9, 10, 11, 12	Completed development	Will become available later
ID	Math	Project, exhibition, demonstration	9, 10, 11, 12	Completed development	Will become available later
ID	Science	Individual performance assessment	9, 10, 11, 12	Completed development	Will become available later
ID	Science	Project, exhibition, demonstration	9, 10, 11, 12	Completed development	Will become available later
ID	Social Studies	Individual performance assessment	9, 10, 11, 12	Completed development	Will become available later
ID	Social Studies	Project, exhibition, demonstration	9, 10, 11, 12	Completed development	Will become available later
ID	Writing	Individual performance assessment	4	In use	Some may be used
ID	Writing	Individual performance assessment	8, 11	In use	Will become available later
IL	Mathematics	Portfolio or learning record	3, 6, 8, 10	Plan to develop	Not available, secured
IL	Reading	Enhanced multiple choice	3, 6, 8, 10	Ready for use	Not available, secured
IL	Science	Computer adaptive assessment	4, 7, 11	Plan to develop	Not available, secured
IL	Social Studies	Short-answer, open-ended, constructed response	4, 7, 11	Begun development	Not available, secured
IN	Math	Short-answer, open-ended, constructed response	3, 6, 10	Ready for use	
IN	Writing	Extended response open-ended	3, 6, 10	Ready for use	
KS	Math	Enhanced multiple choice	4, 7, 10	In use	Not available, secured
KS	Math	Short-answer, open-ended, constructed response	4, 7, 10	In use	Not available, secured
KS	Math	Extended response open-ended	4, 7, 10	In use	Not available, secured
KS	Math	Individual performance assessment	4, 7, 10	In use	Not available, secured
KS	Reading	Enhanced multiple choice	3, 7, 10	In use	Not available, secured
KS	Reading	Short-answer, open-ended, constructed response	3, 7, 10	In use	Not available, secured
KS	Science	Enhanced multiple choice	5, 8, 10	In use	Not available, secured
KS	Science	Short-answer, open-ended, constructed response	5, 8, 10	In use	Not available, secured
KS	Science	Extended response open-ended	5, 8, 10	In use	Not available, secured
KS	Science	Group performance assessment	5, 8, 10	In use	Not available, secured

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
KS	Social Studies	Enhanced multiple choice	5, 8, 11	Piloted, being refined	Not available, secured
KS	Social Studies	Individual performance assessment	5, 8, 11	Piloted, being refined	Not available, secured
KS	Social Studies	Project, exhibition, demonstration	5, 8, 11	Piloted, being refined	Not available, secured
KS	Writing	Extended response open-ended	5, 8, 10	In use	Not available, secured
KS	Writing	Individual performance assessment	5, 8, 10	In use	Not available, secured
KY	Civics	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Civics	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Economics	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Economics	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Health Education	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Health Education	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	History	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	History	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Math	Short-answer, open-ended, constructed response	4, 5, 8, 11	In use	Not available, secured
KY	Math	Group performance assessment	4, 5, 8, 11	In use	Not available, secured
KY	Math	Portfolio or learning record	4, 5, 8, 11	In use	Not available, secured
KY	Music	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Music	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Physical Education	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Physical Education	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Reading	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Reading	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Science	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Science	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Social Studies	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Social Studies	Group performance assessment	4, 8, 11	In use	Not available, secured

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
KY	Theater	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Theater	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Visual Arts	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Visual arts	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Vocational Education	Short-answer, open-ended, constructed response	4, 8, 11	In use	Not available, secured
KY	Vocational Education	Group performance assessment	4, 8, 11	In use	Not available, secured
KY	Writing	Extended response open-ended	4, 8, 12	In use	Not available, secured
KY	Writing	Portfolio or learning record	4, 8, 12	In use	Not available, secured
LA	Math	Short-answer, open-ended, constructed response	7	Begun development	May be examined, but not used
LA	Math	Extended response open-ended	7	Begun development	May be examined, but not used
LA	Reading	Short-answer, open-ended, constructed response	3, 5, 7, 10	Want to develop	
LA	Reading	Extended response open-ended	3, 5, 7, 10	Want to develop	
LA	Science	Short-answer, open-ended, constructed response	5, 7, 11	Plan to develop	
LA	Science	Extended response open-ended	5, 7, 11	Plan to develop	
LA	Social Studies	Short-answer, open-ended, constructed response	11	Plan to develop	
LA	Social Studies	Extended response open-ended	11	Plan to develop	
LA	Writing	Extended response open-ended	10	In use	Not available, secured
MA	Math	Extended response open-ended	4, 8, 10	Begun development	Some may be used
MA	Reading	Extended response open-ended	4, 8, 10	Begun development	Some may be used
MA	Science	Extended response open-ended	4, 8, 10	Begun development	Some may be used
MA	Social studies	Extended response open-ended	4, 8, 10	Begun development	Some may be used
MD	Math	Short-answer, open-ended, constructed response	3, 5, 8	Ready for use	May be used
MD	Reading	Short-answer, open-ended, constructed response	3, 5, 8	Ready for use	May be used
MD	Science	Short-answer, open-ended, constructed response	3, 5, 8	Ready for use	May be used

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
MD	Social Studies	Short-answer, open-ended, constructed response	3, 5, 8	Ready for use	May be used
MD	Writing	Short-answer, open-ended, constructed response	3, 5, 8	Ready for use	May be used
MD	Writing	Extended response open-ended	3, 5, 8	Ready for use	May be used
ME	Arts & Humanities	Extended response open-ended	4, 8, 11	Ready for use	May be used
ME	Health	Extended response open-ended	4, 8	Ready for use	May be used
ME	Math	Extended response open-ended	4, 8, 11	Ready for use	May be used
ME	Reading	Extended response open-ended	4, 8, 11	Ready for use	May be used
ME	Science	Extended response open-ended	4, 8, 11	Ready for use	May be used
ME	Social Studies	Extended response open-ended	4, 8, 11	Ready for use	May be used
ME	Writing	Extended response open-ended	4, 8, 11	Ready for use	May be used
MI	Employability Skills	Portfolio or learning record	High School	In use	May be used
MI	Math	Short-answer, open-ended, constructed response	11	Ready for use	Not available, secured
MI	Reading	Extended response open-ended	11	Ready for use	Not available, secured
MI	Science	Short-answer, open-ended, constructed response	5, 8, 11	Ready for use	Not available, secured
MI	Social Studies	Short-answer, open-ended, constructed response	5, 8, 11	Plan to develop	
MI	Social Studies	Extended response open-ended	5, 8, 11	Plan to develop	
MI	Writing	Extended response open-ended	5, 8, 11	Ready for use	Will become available later
MN	Math	Extended response open-ended	5, 8, 11	In use	May be used
MN	Music	Individual performance assessment	3, 7, 11	In use	May be used
MN	Science	Short-answer, open-ended, constructed response	6, 9, 11	In use	May be used
MN	Science	Extended response open-ended	6, 9, 11	In use	May be used
MN	Visual Arts	Extended response open-ended	5, 8, 11	In use	May be used

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
MN	Writing	Individual performance assessment	6, 9	In use	May be used
MO	Dance	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Dance	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Dance	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Health education	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Health education	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Health education	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Math	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Math	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Math	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Music	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Music	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Music	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Physical education	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Physical education	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Physical education	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Reading	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Reading	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Reading	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Science	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Science	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Science	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Social studies	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Social studies	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Social studies	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Theater	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Theater	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Theater	Extended response open-ended	4, 8, 10	Funded, not started	

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
MO	Visual arts	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Visual arts	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Visual arts	Extended response open-ended	4, 8, 10	Funded, not started	
MO	Writing	Enhanced multiple choice	4, 8, 10	Funded, not started	
MO	Writing	Short-answer, open-ended, constructed response	4, 8, 10	Funded, not started	
MO	Writing	Extended response open-ended	4, 8, 10	Funded, not started	
MS	Algebra I	Short-answer, open-ended, constructed response	Enrolled Students	Begun development	Not available, secured
MS	Employability skills-NOCTI	Short-answer, open-ended, constructed response	9-12	Piloted, being refined	Not available, secured
MS	Employability skills-NOCTI	Individual performance assessment	9-12	Piloted, being refined	Not available, secured
MS	Math	Enhanced multiple choice	4-9	Ready for use	Not available, secured
MS	Math	Short-answer, open-ended, constructed response	4-9	Ready for use	Not available, secured
MS	Other language arts-Integrated	Short-answer, open-ended, constructed response	4-9	Ready for use	Not available, secured
MS	Reading	Enhanced multiple choice	4-9	Ready for use	Not available, secured
MS	Reading	Short-answer, open-ended, constructed response	4-9	Ready for use	Not available, secured
MS	U.S. History	Short-answer, open-ended, constructed response	Enrolled students	Begun development	Not available, secured
NH	Civics	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later
NH	Economics	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later
NH	Geography	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later
NH	History	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later
NH	Language Arts	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later
NH	Math	Short-answer, open-ended, constructed response	3	Completed development	Some may be used
NH	Math	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later
NH	Reading	Short-answer, open-ended, constructed response	3	Completed development	Some may be used
NH	Reading	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
NH	Science	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later
NH	Social Studies	Short-answer, open-ended, constructed response	6, 10	Completed development	Will become available later
NH	Writing	Extended response open-ended	3	Completed development	Some may be used
NH	Writing	Extended response open-ended	6,10	Completed development	Will become available later
NJ	Math	Short-answer, open-ended, constructed response	8, 11	In use	May be examined, but not used
NJ	Math	Extended response open-ended	8, 11	In use	May be examined, but not used
NJ	Math	Other	8, 11	In use	May be examined, but not used
NJ	Reading	Short-answer, open-ended, constructed response	8, 11	In use	May be examined, but not used
NJ	Reading	Extended response open-ended	8, 11	In use	May be examined, but not used
NJ	Writing	Extended response open-ended	8, 11	In use	May be examined, but not used
NM	Language Arts	Enhanced multiple choice	10	In use	Not available, secured
NM	Language Arts	Short-answer, open-ended, constructed response	10	In use	Not available, secured
NM	Math	Enhanced multiple choice	10	In use	Not available, secured
NM	Math	Short-answer, open-ended, constructed response	10	In use	Not available, secured
NM	Reading	Enhanced multiple choice	10	In use	Not available, secured
NM	Reading	Short-answer, open-ended, constructed response	10	In use	Not available, secured
NM	Science	Enhanced multiple choice	10	In use	Not available, secured
NM	Science	Short-answer, open-ended, constructed response	10	In use	Not available, secured
NM	Social Studies	Enhanced multiple choice	10	In use	Not available, secured
NM	Social Studies	Short-answer, open-ended, constructed response	10	In use	Not available, secured
NM	Writing	Extended response open-ended	10	In use	Not available, secured
NM	Writing	Portfolio or learning record	4, 6, 8	In use	May be used
NV	Writing	Extended response open-ended	8, 11, 12	Ready for use	May be used
NY	Foreign Languages	Short-answer, open-ended, constructed response	8, 11	In use	May be used
NY	Foreign Languages	Individual performance assessment	8, 11	In use	May be used

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
NY	History	Extended response open-ended	10, 11	In use	May be used
NY	Math	Extended response open-ended	9, 10, 11, 12	In use	May be used
NY	Physical Education	Individual performance assessment	K thru 12	In use	May be used
NY	Physical Education	Project, exhibition, demonstration	K thru 12	In use	May be used
NY	Science	Short-answer, open-ended, constructed response	4, 9, 10, 11, 12	In use	May be used
NY	Science	Extended response open-ended	4, 9, 10, 11, 12	In use	May be used
NY	Science	Individual performance assessment	4, 9, 10, 11, 12	In use	May be used
NY	Science	Portfolio or learning record	4, 9, 10, 11, 12	In use	May be used
NY	Social Studies	Extended response open-ended	6, 8	In use	May be used
NY	Social Studies	Interview	6, 8	In use	May be used
NY	Social Studies	Observation	6, 8	In use	May be used
NY	Social Studies	Group performance assessment	6, 8	In use	May be used
NY	Social Studies	Project, exhibition, demonstration	6, 8	In use	May be used
NY	Writing	Extended response open-ended	5, 8, 9, 11	In use	May be used
OK	Writing	Extended response open-ended	5, 11	Piloted, being refined	Not available, secured
OK	Writing	Extended response open-ended	8	In use	Not available, secured
OR	Math	Short-answer, open-ended, constructed response	4, 8	In use	Some may be used
OR	Math	Extended response open-ended	4, 8	In use	Some may be used
OR	Reading	Short-answer, open-ended, constructed response	4, 7, 10	Piloted, being refined	May be examined, but not used
OR	Science	Short-answer, open-ended, constructed response	3, 5, 8, 11	Piloted, being refined	Will become available later
OR	Writing	Extended response open-ended	3, 5, 8, 11	In use	May be used
PA	Math	Enhanced multiple choice	5, 8, 11	In use	Will become available later
PA	Math	Extended response open-ended	5, 8, 11	In use	Will become available later
PA	Reading	Enhanced multiple choice	5, 8, 11	In use	Will become available later
PA	Reading	Extended response open-ended	5, 8, 11	In use	Will become available later

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
PA	Science	Individual performance assessment	4, 7, 10	Want to develop	Will become available later
PA	Writing	Group performance assessment	6, 9	In use	Will become available later
RI	Health education	Extended response open-ended	4, 8	Begun development	Not available, secured
RI	Math	Enhanced multiple choice	4, 8, 10	Begun development	Not available, secured
RI	Math	Extended response open-ended	4, 8, 10	Begun development	Not available, secured
RI	Reading	Enhanced multiple choice	4, 8, 10	Want to develop	Not available, secured
RI	Science	Extended response open-ended		Want to develop	Not available, secured
RI	Writing	Extended response open-ended	4, 8		Some may be used
SC	Language Arts	Enhanced multiple choice	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Language Arts	Short-answer, open-ended, constructed response	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Language Arts	Extended response open-ended	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Language Arts	Individual performance assessment	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Math	Enhanced multiple choice	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Math	Short-answer, open-ended, constructed response	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Math	Extended response open-ended	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Math	Individual performance assessment	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Science	Enhanced multiple choice	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Science	Short-answer, open-ended, constructed response	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Science	Extended response open-ended	3, 6, 8, 10	Plan to develop	Not available, secured
SC	Science	Individual performance assessment	3, 6, 8, 10	Plan to develop	Not available, secured
TN	Writing	Individual performance assessment	4, 8, 11	In use	Not available, secured
TX	Algebra I end-of-course	Other	7, 8, 9, 10, 11, 12	Plan to develop	
TX	Biology I end-of-course	Other	9, 10, 11, 12	In use	
TX	Science	Other	8	In use	
TX	Writing	Extended response open-ended	4, 8, 10	In use	Not available, secured

Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
UT	Math	Group performance assessment	1, 2, 3, 4, 5, 6,	In use	May be examined, but not used
UT	Reading	Group performance assessment	1, 2, 3, 4, 5, 6,	In use	May be examined, but not used
UT	Science	Group performance assessment	1, 2, 3, 4, 5, 6,	In use	May be examined, but not used
UT	Social Studies	Group performance assessment	1, 2, 3, 4, 5, 6,	In use	May be examined, but not used
UT	Visual Arts	Group performance assessment	1, 2, 3, 4, 5, 6,	In use	May be examined, but not used
UT	Vocational Education	Portfolio or learning record	1 thru 12	Piloted, being refined	
UT	Vocational Education	Project, exhibition, demonstration	1 thru 12	Piloted, being refined	
UT	Writing	Other	1 thru 12	In use	May be used
VA	Writing	Individual performance assessment	6	In use	Not available, secured
VT	Math	Individual performance assessment	4, 8	In use	May be used
VT	Writing	Extended response open-ended	5, 8	In use	May be used
WA	Math	Short-answer, open-ended, constructed response	4, 7	Begun development	Will become available later
WA	Reading	Enhanced multiple choice	3, 4, 7	Begun development	Will become available later
WA	Writing	Extended response open-ended	4, 7	Begun development	Will become available later
WI	Language Arts	Individual performance assessment	4, 8, 10	Piloted, being refined	
WI	Math	Extended response open-ended	4, 8, 10	Piloted, being refined	
WI	Reading	Enhanced multiple choice	3	Begun development	Will become available later
WI	Science	Extended response open-ended	4, 8, 10	Begun development	
WI	Writing	Extended response open-ended	8, 10	In use	Not available, secured
WV	Language Arts	Enhanced multiple choice	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Language Arts	Short-answer, open-ended, constructed response	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Language Arts	Extended response open-ended	1, 2, 3, 4, 5, 6, 7	In use	Not available, secured
WV	Language Arts	Individual performance assessment	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured

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Part 2.1B If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, development status, and availability***. (For Program Component, see Part 2.1C).

ST	Subject	Exercise Type	Grades Served	Status	Availability
WV	Math	Enhanced multiple choice	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Math	Short-answer, open-ended, constructed response	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Math	Extended response open-ended	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Math	Individual performance assessment	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Reading	Enhanced multiple choice	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Reading	Short-answer, open-ended, constructed response	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Reading	Extended response open-ended	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Reading	Individual performance assessment	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Writing	Short-answer, open-ended, constructed response	1, 2, 3, 4, 5, 6, 7, 8	In use	Not available, secured
WV	Writing	Individual performance assessment	1, 2, 3, 4, 5, 6, 7, 8, 1	In use	Not available, secured

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
AK	Writing	Extended response open-ended	5, 10	Writing Assessment
AL	Math	Enhanced multiple choice	9,10	Math End-of-Course Test (Algebra I and Geometry)
AL	Math	Short-answer, open-ended, constructed response	9,10	Math End-of-Course Test (Algebra I and Geometry)
AL	Writing	Extended response open-ended	5, 7	Writing Assessment
AR	Language Arts	Enhanced multiple choice	4, 8, 11, 12	
AR	Language Arts	Short-answer, open-ended, constructed response	4, 8, 11, 12	
AR	Language Arts	Extended response open-ended	4, 8, 11, 12	
AR	Language Arts	Portfolio or learning record	8	
AR	Math	Enhanced multiple choice	4, 8, 11, 12	
AR	Math	Short-answer, open-ended, constructed response	4, 8, 11, 12	
AR	Math	Extended response open-ended	4, 8, 11, 12	
AR	Math	Portfolio or learning record	K-12	
AR	Reading	Enhanced multiple choice	4, 8, 11, 12	
AR	Reading	Short-answer, open-ended, constructed response	4, 8, 11, 12	
AR	Reading	Extended response open-ended	4, 8, 11, 12	
AR	Social Studies	Enhanced multiple choice	5, 8, 10	
AR	Writing	Enhanced multiple choice	4, 8, 11, 12	
AR	Writing	Short-answer, open-ended, constructed response	4, 8, 11, 12	
AR	Writing	Extended response open-ended	4, 8, 11, 12	
AR	Writing	Portfolio or learning record	4, 8, 11, 12	
CA	Biology	Enhanced multiple choice	9, 10, 11, 12	
CA	Biology	Short-answer, open-ended, constructed response	9, 10, 11, 12	
CA	Biology	Extended response open-ended	9, 10, 11, 12	
CA	Biology	Individual performance assessment	9, 10, 11, 12	
CA	Biology	Portfolio or learning record	9, 10, 11, 12	

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Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
CA	Chemistry	Enhanced multiple choice	9, 10, 11, 12	
CA	Chemistry	Short-answer, open-ended, constructed response	9, 10, 11, 12	
CA	Chemistry	Extended response open-ended	9, 10, 11, 12	
CA	Chemistry	Individual performance assessment	9, 10, 11, 12	
CA	Chemistry	Portfolio or learning record	9, 10, 11, 12	
CA	Economics	Enhanced multiple choice	12	
CA	Economics	Short-answer, open-ended, constructed response	12	
CA	Economics	Individual performance assessment	12	
CT	Interdisciplinary	Other	10	CMT
CT	Math	Enhanced multiple choice	4, 6, 8, 10	CAPT, CMT
CT	Math	Short-answer, open-ended, constructed response	4, 6, 8, 10	CAPT, CMT
CT	Math	Extended response open-ended	4, 6, 8, 10	CAPT, CMT
CT	Reading	Short-answer, open-ended, constructed response	4, 6, 8, 10	CAPT, CMT
CT	Reading	Extended response open-ended	4, 6, 8, 10	CAPT, CMT
CT	Science	Short-answer, open-ended, constructed response	10	CMT
CT	Science	Extended response open-ended	10	CMT
CT	Science	Individual performance assessment	10	CMT
CT	Science	Group performance assessment	10	CMT
CT	Writing	Extended response open-ended	4, 6, 8, 10	CAPT, CMT
CT	Writing	Other	10	CMT
DE	Math	Enhanced multiple choice	3, 5, 8, 10	Comprehensive Assessment System
DE	Math	Short-answer, open-ended, constructed response	3, 5, 8, 10	Comprehensive Assessment System
DE	Math	Short-answer, open-ended, constructed response	3, 5, 8, 10	Interim Assessment
DE	Math	Extended response open-ended	3, 5, 8, 10	Comprehensive Assessment System
DE	Math	Extended response open-ended	3, 5, 8, 10	Interim Assessment
DE	Math	Portfolio or learning record	2-4, 5-8	New Standards Project

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
DE	Other language arts	Enhanced multiple choice	3, 5, 8, 10	Comprehensive Assessment System
DE	Other language arts	Short-answer, open-ended, constructed response	3, 5, 8, 10	Comprehensive Assessment System
DE	Other language arts	Extended response open-ended	3, 5, 8, 10	Comprehensive Assessment System
DE	Other language arts	Individual performance assessment	3, 5, 8, 10	Comprehensive Assessment System
DE	Other language arts	Portfolio or learning record	2-4, 5-8	New Standards Project
DE	Reading	Short-answer, open-ended, constructed response	3, 5, 8, 10	Interim Assessment
DE	Reading	Extended response open-ended	3, 5, 8, 10	Interim Assessment
DE	Reading	Individual performance assessment	3, 5, 8, 10	
DE	Reading	Portfolio or learning record	3, 5, 8, 10	
DE	Science	Enhanced multiple choice	3, 5, 8, 10	Comprehensive Assessment System
DE	Science	Short-answer, open-ended, constructed response	3, 5, 8, 10	Comprehensive Assessment System
DE	Science	Extended response open-ended	3, 5, 8, 10	Comprehensive Assessment System
DE	Science	Individual performance assessment	3, 5, 8, 10	Comprehensive Assessment System
DE	Science	Portfolio or learning record	3, 5, 8, 10	Comprehensive Assessment System
DE	Social studies	Enhanced multiple choice	3, 5, 8, 10	Comprehensive Assessment System
DE	Social studies	Short-answer, open-ended, constructed response	3, 5, 8, 10	Comprehensive Assessment System
DE	Social studies	Extended response open-ended	3, 5, 8, 10	Comprehensive Assessment System
DE	Social studies	Individual performance assessment	3, 5, 8, 10	Comprehensive Assessment System
DE	Social studies	Portfolio or learning record	3, 5, 8, 10	Comprehensive Assessment System
DE	Writing	Individual performance assessment	3, 5, 8, 10	Comprehensive Assessment System
DE	Writing	Individual performance assessment	3, 5, 8, 10	Writing Assessment (1996-97)
DE	Writing	Individual performance assessment	3, 5, 8, 10	Interim Assessment
FL	Math	Other	11	
FL	Writing	Extended response open-ended	4, 8, 10	FL Writing Assessment Program
GA	Health	Short-answer, open-ended, constructed response	11	GHSGT
GA	Language Arts	Observation	K	GKAP
GA	Language Arts	Individual performance assessment	K	GKAP

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
GA	Math	Short-answer, open-ended, constructed response	11	GKAP
GA	Math	Observation	K	GKAP
GA	Math	Individual performance assessment	K	GKAP
GA	Reading	Short-answer, open-ended, constructed response	11	GKAP
GA	Reading	Observation	K	GKAP
GA	Reading	Individual performance assessment	K	GKAP
GA	Science	Short-answer, open-ended, constructed response	11	GKAP
GA	Social Studies	Short-answer, open-ended, constructed response	11	GHSGT
GA	Writing	Individual performance assessment	8, 11	GHSGT & CBA
GA	Writing	Individual performance assessment	3, 5	CBA
HI	Health	Short-answer, open-ended, constructed response	10, 11, 12	
HI	Language Arts	Interview	10, 11, 12	
HI	Language Arts	Observation	10, 11, 12	
HI	Math	Short-answer, open-ended, constructed response	10, 11, 12	
HI	Reading	Short-answer, open-ended, constructed response	10, 11, 12	
HI	Social Studies	Short-answer, open-ended, constructed response	10, 11, 12	
HI	Vocational Education	Short-answer, open-ended, constructed response	10, 11, 12	
HI	Writing	Short-answer, open-ended, constructed response	10, 11, 12	
ID	Geography	Project, exhibition, demonstration	9, 10, 11, 12	
ID	History	Project, exhibition, demonstration	9, 10, 11, 12	
ID	Language Arts	Individual performance assessment	9, 10, 11, 12	
ID	Language Arts	Project, exhibition, demonstration	9, 10, 11, 12	
ID	Math	Extended response open-ended	4, 8	
ID	Math	Individual performance assessment	9, 10, 11, 12	
ID	Math	Project, exhibition, demonstration	9, 10, 11, 12	

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
ID	Science	Individual performance assessment	9, 10, 11, 12	
ID	Science	Project, exhibition, demonstration	9, 10, 11, 12	
ID	Social Studies	Individual performance assessment	9, 10, 11, 12	
ID	Social Studies	Project, exhibition, demonstration	9, 10, 11, 12	
ID	Writing	Individual performance assessment	4	Writing Assessment
ID	Writing	Individual performance assessment	8, 11	Writing Assessment
IL	Mathematics	Portfolio or learning record	3, 6, 8, 10	
IL	Reading	Enhanced multiple choice	3, 6, 8, 10	
IL	Science	Computer adaptive assessment	4, 7, 11	
IL	Social Studies	Short-answer, open-ended, constructed response	4, 7, 11	
IN	Math	Short-answer, open-ended, constructed response	3, 6, 10	
IN	Writing	Extended response open-ended	3, 6, 10	
KS	Math	Enhanced multiple choice	4, 7, 10	Kansas Assessment Program
KS	Math	Short-answer, open-ended, constructed response	4, 7, 10	Kansas Assessment Program
KS	Math	Extended response open-ended	4, 7, 10	Kansas Assessment Program
KS	Math	Individual performance assessment	4, 7, 10	Kansas Assessment Program
KS	Reading	Enhanced multiple choice	3, 7, 10	Kansas Assessment Program
KS	Reading	Short-answer, open-ended, constructed response	3, 7, 10	Kansas Assessment Program
KS	Science	Enhanced multiple choice	5, 8, 10	Kansas Assessment Program
KS	Science	Short-answer, open-ended, constructed response	5, 8, 10	Kansas Assessment Program
KS	Science	Extended response open-ended	5, 8, 10	Kansas Assessment Program
KS	Science	Group performance assessment	5, 8, 10	Kansas Assessment Program
KS	Social Studies	Enhanced multiple choice	5, 8, 11	Kansas Assessment Program
KS	Social Studies	Individual performance assessment	5, 8, 11	Kansas Assessment Program
KS	Social Studies	Project, exhibition, demonstration	5, 8, 11	Kansas Assessment Program
KS	Writing	Extended response open-ended	5, 8, 10	Kansas Assessment Program
KS	Writing	Individual performance assessment	5, 8, 10	Kansas Assessment Program

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
KY	Civics	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Civics	Group performance assessment	4, 8, 11	Performance Events
KY	Economics	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Economics	Group performance assessment	4, 8, 11	Performance Events
KY	Health Education	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Health Education	Group performance assessment	4, 8, 11	Performance Events
KY	History	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	History	Group performance assessment	4, 8, 11	Performance Events
KY	Math	Short-answer, open-ended, constructed response	4, 5, 8, 11	Open Response Questions
KY	Math	Group performance assessment	4, 5, 8, 11	Performance Events
KY	Math	Portfolio or learning record	4, 5, 8, 11	Portfolio Assessment
KY	Music	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Music	Group performance assessment	4, 8, 11	Performance Events
KY	Physical Education	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Physical Education	Group performance assessment	4, 8, 11	Performance Events
KY	Reading	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Reading	Group performance assessment	4, 8, 11	Performance Events
KY	Science	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Science	Group performance assessment	4, 8, 11	Performance Events
KY	Social Studies	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Social Studies	Group performance assessment	4, 8, 11	Performance Events
KY	Theater	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Theater	Group performance assessment	4, 8, 11	Performance Events
KY	Visual Arts	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Visual arts	Group performance assessment	4, 8, 11	Performance Events
KY	Vocational Education	Short-answer, open-ended, constructed response	4, 8, 11	Open Response Questions
KY	Vocational Education	Group performance assessment	4, 8, 11	Performance Events

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
KY	Writing	Extended response open-ended	4, 8, 12	Open Response Questions
KY	Writing	Portfolio or learning record	4, 8, 12	Portfolio Assessment
LA	Math	Short-answer, open-ended, constructed response	7	
LA	Math	Extended response open-ended	7	
LA	Reading	Short-answer, open-ended, constructed response	3, 5, 7, 10	
LA	Reading	Extended response open-ended	3, 5, 7, 10	
LA	Science	Short-answer, open-ended, constructed response	5, 7, 11	
LA	Science	Extended response open-ended	5, 7, 11	
LA	Social Studies	Short-answer, open-ended, constructed response	11	
LA	Social Studies	Extended response open-ended	11	
LA	Writing	Extended response open-ended	10	LEAP
MA	Math	Extended response open-ended	4, 8, 10	
MA	Reading	Extended response open-ended	4, 8, 10	
MA	Science	Extended response open-ended	4, 8, 10	
MA	Social studies	Extended response open-ended	4, 8, 10	
MD	Math	Short-answer, open-ended, constructed response	3, 5, 8	
MD	Reading	Short-answer, open-ended, constructed response	3, 5, 8	
MD	Science	Short-answer, open-ended, constructed response	3, 5, 8	
MD	Social Studies	Short-answer, open-ended, constructed response	3, 5, 8	
MD	Writing	Short-answer, open-ended, constructed response	3, 5, 8	
MD	Writing	Extended response open-ended	3, 5, 8	
ME	Arts & Humanities	Extended response open-ended	4, 8, 11	
ME	Health	Extended response open-ended	4, 8	
ME	Math	Extended response open-ended	4, 8, 11	

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
ME	Reading	Extended response open-ended	4, 8, 11	
ME	Science	Extended response open-ended	4, 8, 11	
ME	Social Studies	Extended response open-ended	4, 8, 11	
ME	Writing	Extended response open-ended	4, 8, 11	
MI	Employability Skills	Portfolio or learning record	High School	
MI	Math	Short-answer, open-ended, constructed response	11	
MI	Reading	Extended response open-ended	11	
MI	Science	Short-answer, open-ended, constructed response	5, 8, 11	
MI	Social Studies	Short-answer, open-ended, constructed response	5, 8, 11	
MI	Social Studies	Extended response open-ended	5, 8, 11	
MI	Writing	Extended response open-ended	5, 8, 11	
MN	Math	Extended response open-ended	5, 8, 11	Essential Learner Outcomes
MN	Music	Individual performance assessment	3, 7, 11	Essential Learner Outcomes
MN	Science	Short-answer, open-ended, constructed response	6, 9, 11	Essential Learner Outcomes
MN	Science	Extended response open-ended	6, 9, 11	Essential Learner Outcomes
MN	Visual Arts	Extended response open-ended	5, 8, 11	Essential Learner Outcomes
MN	Writing	Individual performance assessment	6, 9	Essential Learner Outcomes
MO	Dance	Enhanced multiple choice	4, 8, 10	
MO	Dance	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Dance	Extended response open-ended	4, 8, 10	
MO	Health education	Enhanced multiple choice	4, 8, 10	
MO	Health education	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Health education	Extended response open-ended	4, 8, 10	

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
MO	Math	Enhanced multiple choice	4, 8, 10	
MO	Math	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Math	Extended response open-ended	4, 8, 10	
MO	Music	Enhanced multiple choice	4, 8, 10	
MO	Music	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Music	Extended response open-ended	4, 8, 10	
MO	Physical education	Enhanced multiple choice	4, 8, 10	
MO	Physical education	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Physical education	Extended response open-ended	4, 8, 10	
MO	Reading	Enhanced multiple choice	4, 8, 10	
MO	Reading	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Reading	Extended response open-ended	4, 8, 10	
MO	Science	Enhanced multiple choice	4, 8, 10	
MO	Science	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Science	Extended response open-ended	4, 8, 10	
MO	Social studies	Enhanced multiple choice	4, 8, 10	
MO	Social studies	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Social studies	Extended response open-ended	4, 8, 10	
MO	Theater	Enhanced multiple choice	4, 8, 10	
MO	Theater	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Theater	Extended response open-ended	4, 8, 10	
MO	Visual arts	Enhanced multiple choice	4, 8, 10	
MO	Visual arts	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Visual arts	Extended response open-ended	4, 8, 10	
MO	Writing	Enhanced multiple choice	4, 8, 10	
MO	Writing	Short-answer, open-ended, constructed response	4, 8, 10	
MO	Writing	Extended response open-ended	4, 8, 10	
MS	Algebra I	Short-answer, open-ended, constructed response	Enrolled Students	SATP

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
MS	Employability skills-NOCTI	Short-answer, open-ended, constructed response	9-12	Occupational Skills Assessment
MS	Employability skills-NOCTI	Individual performance assessment	9-12	Occupational Skills Assessment
MS	Math	Enhanced multiple choice	4-9	Norm-Referenced Testing
MS	Math	Short-answer, open-ended, constructed response	4-9	Norm-Referenced Testing
MS	Other language arts-Integrated	Short-answer, open-ended, constructed response	4-9	Norm-Referenced Testing
MS	Reading	Enhanced multiple choice	4-9	Norm-Referenced Testing
MS	Reading	Short-answer, open-ended, constructed response	4-9	Norm-Referenced Testing
MS	U.S. History	Short-answer, open-ended, constructed response	Enrolled students	SATP
NH	Civics	Short-answer, open-ended, constructed response	6, 10	
NH	Economics	Short-answer, open-ended, constructed response	6, 10	
NH	Geography	Short-answer, open-ended, constructed response	6, 10	
NH	History	Short-answer, open-ended, constructed response	6, 10	
NH	Language Arts	Short-answer, open-ended, constructed response	6, 10	
NH	Math	Short-answer, open-ended, constructed response	3	
NH	Math	Short-answer, open-ended, constructed response	6, 10	
NH	Reading	Short-answer, open-ended, constructed response	3	
NH	Reading	Short-answer, open-ended, constructed response	6, 10	
NH	Science	Short-answer, open-ended, constructed response	6, 10	
NH	Social Studies	Short-answer, open-ended, constructed response	6, 10	
NH	Writing	Extended response open-ended	3	
NH	Writing	Extended response open-ended	6,10	
NJ	Math	Short-answer, open-ended, constructed response	8, 11	EWT & HSPT
NJ	Math	Extended response open-ended	8, 11	EWT & HSPT
NJ	Math	Other	8, 11	EWT & HSPT

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
NJ	Reading	Short-answer, open-ended, constructed response	8, 11	EWT & HSPT
NJ	Reading	Extended response open-ended	8, 11	EWT & HSPT
NJ	Writing	Extended response open-ended	8, 11	EWT & HSPT
NM	Language Arts	Enhanced multiple choice	10	High School Competency Examination
NM	Language Arts	Short-answer, open-ended, constructed response	10	High School Competency Examination
NM	Math	Enhanced multiple choice	10	High School Competency Examination
NM	Math	Short-answer, open-ended, constructed response	10	High School Competency Examination
NM	Reading	Enhanced multiple choice	10	High School Competency Examination
NM	Reading	Short-answer, open-ended, constructed response	10	High School Competency Examination
NM	Science	Enhanced multiple choice	10	High School Competency Examination
NM	Science	Short-answer, open-ended, constructed response	10	High School Competency Examination
NM	Social Studies	Enhanced multiple choice	10	High School Competency Examination
NM	Social Studies	Short-answer, open-ended, constructed response	10	High School Competency Examination
NM	Writing	Extended response open-ended	10	High School Competency Examination
NM	Writing	Portfolio or learning record	4, 6, 8	Writing Assessment
NV	Writing	Extended response open-ended	8, 11, 12	Proficiency Examination at Grade 8 and in High School examination
NY	Foreign Languages	Short-answer, open-ended, constructed response	8, 11	
NY	Foreign Languages	Individual performance assessment	8, 11	
NY	History	Extended response open-ended	10, 11	
NY	Math	Extended response open-ended	9, 10, 11, 12	
NY	Physical Education	Individual performance assessment	K thru 12	
NY	Physical Education	Project, exhibition, demonstration	K thru 12	
NY	Science	Short-answer, open-ended, constructed response	4, 9, 10, 11, 12	
NY	Science	Extended response open-ended	4, 9, 10, 11, 12	
NY	Science	Individual performance assessment	4, 9, 10, 11, 12	
NY	Science	Portfolio or learning record	4, 9, 10, 11, 12	

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Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
NY	Social Studies	Extended response open-ended	6, 8	
NY	Social Studies	Interview	6, 8	
NY	Social Studies	Observation	6, 8	
NY	Social Studies	Group performance assessment	6, 8	
NY	Social Studies	Project, exhibition, demonstration	6, 8	
NY	Writing	Extended response open-ended	5, 8, 9, 11	
OK	Writing	Extended response open-ended	5, 11	OK Core Curriculum Tests
OK	Writing	Extended response open-ended	8	OK Core Curriculum Tests
OR	Math	Short-answer, open-ended, constructed response	4, 8	Reading and Mathematics Assessment
OR	Math	Extended response open-ended	4, 8	Reading and Mathematics Assessment
OR	Reading	Short-answer, open-ended, constructed response	4, 7, 10	Reading and Mathematics Assessment
OR	Science	Short-answer, open-ended, constructed response	3, 5, 8, 11	
OR	Writing	Extended response open-ended	3, 5, 8, 11	Writing Assessment
PA	Math	Enhanced multiple choice	5, 8, 11	Reading and Mathematics Assessment
PA	Math	Extended response open-ended	5, 8, 11	Reading and Mathematics Assessment
PA	Reading	Enhanced multiple choice	5, 8, 11	Reading and Mathematics Assessment
PA	Reading	Extended response open-ended	5, 8, 11	Reading and Mathematics Assessment
PA	Science	Individual performance assessment	4, 7, 10	
PA	Writing	Group performance assessment	6, 9	Writing Assessment
RI	Health education	Extended response open-ended	4, 8	
RI	Math	Enhanced multiple choice	4, 8, 10	
RI	Math	Extended response open-ended	4, 8, 10	
RI	Reading	Enhanced multiple choice	4, 8, 10	
RI	Science	Extended response open-ended		
RI	Writing	Extended response open-ended	4, 8	

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
SC	Language Arts	Enhanced multiple choice	3, 6, 8, 10	
SC	Language Arts	Short-answer, open-ended, constructed response	3, 6, 8, 10	
SC	Language Arts	Extended response open-ended	3, 6, 8, 10	
SC	Language Arts	Individual performance assessment	3, 6, 8, 10	
SC	Math	Enhanced multiple choice	3, 6, 8, 10	
SC	Math	Short-answer, open-ended, constructed response	3, 6, 8, 10	
SC	Math	Extended response open-ended	3, 6, 8, 10	
SC	Math	Individual performance assessment	3, 6, 8, 10	
SC	Science	Enhanced multiple choice	3, 6, 8, 10	
SC	Science	Short-answer, open-ended, constructed response	3, 6, 8, 10	
SC	Science	Extended response open-ended	3, 6, 8, 10	
SC	Science	Individual performance assessment	3, 6, 8, 10	
TN	Writing	Individual performance assessment	4, 8, 11	Writing Assessment
TX	Algebra I end-of-course	Other	7, 8, 9, 10, 11, 12	
TX	Biology I end-of-course	Other	9, 10, 11, 12	
TX	Science	Other	8	TAAS
TX	Writing	Extended response open-ended	4, 8, 10	TAAS
UT	Math	Group performance assessment	1, 2, 3, 4, 5, 6,	Core Curriculum Testing (Perf. Assessment)
UT	Reading	Group performance assessment	1, 2, 3, 4, 5, 6,	Core Curriculum Testing (Perf. Assessment)
UT	Science	Group performance assessment	1, 2, 3, 4, 5, 6,	Core Curriculum Testing (Perf. Assessment)
UT	Social Studies	Group performance assessment	1, 2, 3, 4, 5, 6,	Core Curriculum Testing (Perf. Assessment)
UT	Visual Arts	Group performance assessment	1, 2, 3, 4, 5, 6,	Core Curriculum Testing (Perf. Assessment)
UT	Vocational Education	Portfolio or learning record	1 thru 12	
UT	Vocational Education	Project, exhibition, demonstration	1 thru 12	
UT	Writing	Other	1 thru 12	Core Curriculum Testing (Perf. Assessment)
VA	Writing	Individual performance assessment	6	Literary Passport Test (LPT)

Part 2.1C If your state is administering or developing any non-multiple-choice items, please list the ***subject, grades served, and the program component (if applicable)***.

ST	Subject	Exercise Type	Grades Served	Program Component
VT	Math	Individual performance assessment	4, 8	Uniform Assessment, Portfolio Assessment
VT	Writing	Extended response open-ended	5, 8	Uniform Assessment, Portfolio Assessment
WA	Math	Short-answer, open-ended, constructed response	4, 7	
WA	Reading	Enhanced multiple choice	3, 4, 7	
WA	Writing	Extended response open-ended	4, 7	
WI	Language Arts	Individual performance assessment	4, 8, 10	Performance Assessment Pilots
WI	Math	Extended response open-ended	4, 8, 10	Performance Assessment Pilots
WI	Reading	Enhanced multiple choice	3	Third Grade Reading Test (TGRT)
WI	Science	Extended response open-ended	4, 8, 10	Performance Assessment Pilots
WI	Writing	Extended response open-ended	8, 10	Knowledge & Concepts
WV	Language Arts	Enhanced multiple choice	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Language Arts	Short-answer, open-ended, constructed response	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Language Arts	Extended response open-ended	1, 2, 3, 4, 5, 6, 7	
WV	Language Arts	Individual performance assessment	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Math	Enhanced multiple choice	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Math	Short-answer, open-ended, constructed response	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Math	Extended response open-ended	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Math	Individual performance assessment	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Reading	Enhanced multiple choice	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Reading	Short-answer, open-ended, constructed response	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Reading	Extended response open-ended	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Reading	Individual performance assessment	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Writing	Short-answer, open-ended, constructed response	1, 2, 3, 4, 5, 6, 7, 8	WV-STEP
WV	Writing	Individual performance assessment	1, 2, 3, 4, 5, 6, 7, 8, 1	WV STEP, Writing Assessment

PART 2-B
WRITING ASSESSMENTS

Part 2.2 Does your state assess writing?

Part 2.3A If "Yes," which method does your state use to assess writing?

ST	Does your state assess writing?	Indirect Methods	Direct Methods
AK	Yes		Y
AL	Yes		Y
AR	No		
AZ	No		
CA	No		
CO	No		
CT	Yes	Y	Y
DE	Yes		Y
FL	Yes		Y
GA	Yes		Y
HI	Yes	Y	
IA	No		
ID	Yes		Y
IL	Yes		Y
IN	No		
KS	No		
KY	Yes		Y
LA	Yes	Y	Y
MA	No		
MD	Yes		Y
ME	Yes		Y
MI	No		
MN	Yes		Y
MO	Yes	Y	Y
MS	Yes		Y
MT	No		
NC	Yes		Y
ND	No		
NE	No		
NH	Yes		Y
NJ	Yes	Y	Y
NM	Yes		Y
NV	Yes		Y
NY	Yes		Y
OH	Yes		Y
OK	Yes		Y
OR	Yes		Y
PA	Yes		Y
RI	Yes		Y
SC	Yes		Y
SD	No		
TN	Yes		Y
TX	Yes		Y
UT	Yes		Y
VA	Yes	Y	Y
VT	Yes		Y
WA	No		
WI	Yes		Y
WV	Yes		Y
WY	No		
Total	Yes = 35 No = 15	6	34

Part 2.3B If an *indirect* method is used to assess writing, which one?

ST	True/False	Multiple Choice	Cloze Procedure	Short Answer	Other	Other Explain:
CT		Y				
HI		Y				
LA		Y				
MO		Y				
NJ		Y				
VA		Y				
Total	0	6	0	0	0	

Part 2.3C If a *direct* writing assessment method is used, which one?

ST	Samples of Classroom Work	Written sample(s) in response to prompt(s)	Other process requiring written work
AK		Y	
AL		Y	
CT		Y	
DE		Y	
FL		Y	
GA		Y	Y
ID		Y	
IL		Y	
KY	Y		
LA		Y	
MD		Y	
ME		Y	Y
MN		Y	
MO		Y	
MS		Y	Y
NC		Y	
NH		Y	
NJ		Y	
NM		Y	
NV		Y	
NY		Y	
OH		Y	
OK		Y	Y
OR		Y	
PA		Y	Y
RI		Y	
SC		Y	
TN		Y	
TX		Y	Y
UT		Y	
VA		Y	
VT	Y	Y	
WI		Y	
WV		Y	
Total	2	33	3

Part 2.3D If the direct method of ***evaluating samples of classroom work*** is used, who decides what work is included?

ST	Who decides what work is included?
KY	State, teachers, students and state establish broad areas. Students and teachers make decisions about specific selections.
VT	Student with advice from teacher.

Part 2.3E If the direct method of *using writing sample(s) in response to prompt(s)* is used, what is the source of the writing prompt?

ST	Commercial	SEA	Other source	Other source explanation
AK		Y		
AL		Y		
CT		Y		
DE		Y		
FL		Y		
GA			Y	Georgia educators along with contractor (TSARS)
ID		Y		
IL		Y		
KY				
LA		Y		
MD		Y		
ME		Y	Y	Custom developed
MN		Y		
MO		Y		
MS			Y	Functional literacy exam contractor
NC		Y		
NH		Y		
NJ		Y		
NM		Y		
NV		Y		
NY		Y		
OH		Y		
OK			Y	Educator committees and test contractor
OR		Y		
PA		Y	Y	Committees of teachers
RI		Y		
SC		Y		
TN		Y		
TX			Y	Prompts are developed by the contractor and approved by SEA.
UT		Y		
VA		Y		
VT		Y		
WI	Y			
WV		Y		
Total	1	28	6	3

Part 2.3F Please describe the *"other" direct method* your state uses to assess writing?

ST	Other Process Explanation
CT	SEA developed research paper exercises, extended response items
GA	Georgia educators along with contractor (TSARS) developed contructed response items.
WI	Language arts: communication performance assessments pilot tests

Part 2.4 In which grades does your state use writing samples?

ST	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
AK					Y					Y		
AL					Y		Y					
CT				Y		Y		Y		Y		
DE			Y		Y			Y		Y		
FL				Y				Y		Y		
GA			Y		Y			Y			Y	
ID				Y				Y			Y	
IL			Y			Y		Y		Y		
KY				Y				Y				Y
LA							Y			Y		
MD			Y		Y		Y	Y	Y	Y	Y	Y
ME				Y				Y			Y	
MN						Y			Y			
MO					Y			Y			Y	
MS											Y	Y
NC				Y			Y			Y		
NH			Y			Y				Y		
NJ								Y			Y	
NM				Y		Y		Y		Y		
NV								Y			Y	Y
NY					Y			Y	Y		Y	
OH				Y		Y			Y			Y
OK								Y				
OR					Y					Y		
PA						Y			Y			
RI				Y				Y				
SC						Y		Y		Y		
TN				Y				Y			Y	
TX				Y				Y		Y	Y	Y
UT												
VA						Y						
VT				Y				Y				
WI				Y				Y		Y		
WV								Y		Y		
Total	0	0	5	13	8	9	4	22	5	15	11	6

Part 2.5 In which content areas other than writing does your state assess writing?

ST	Language Arts	Social Studies	Science	Math	Interdisciplinary	Other	Other Specify
AK							
AL							General topics familiar to all students
CT	Y				Y		
DE							
FL							
GA	Y						
ID					Y		
IL							
KY	Y	Y	Y	Y		Y	Practical living, Arts and Humanities
LA							
MD	Y	Y	Y	Y	Y		
ME							
MN							
MO	Y						
MS						Y	Written communication
NC					Y		
NH	Y						
NJ							
NM							
NV	Y						
NY		Y	Y				
OH							
OK						Y	Writing of English through common everyday life experiences--grade appropriate.
OR							
PA							
RI							
SC	Y						
TN							
TX	Y						
UT	Y						
VA							
VT				Y			
WI	Y						
WV							
Total	11	3	3	3	4	3	

Part 2.6 Within the assessed grades, whose writing do you assess?

ST	All students are assessed	The work of a sample of students	Voluntary for students	Voluntary for districts or schools
AK			Y	
AL	Y			
CT	Y			
DE	Y			
FL	Y			
GA	Y			
ID	Y			
IL	Y			
KY	Y			
LA	Y			
MD	Y			
ME	Y			
MN				Y
MO		Y		
MS	Y			
NC	Y			
NH	Y			
NJ	Y			
NM	Y			
NV	Y			
NY	Y			
OH	Y			
OK	Y			
OR	Y			
PA	Y			Y
RI	Y			
SC	Y			
TN	Y			
TX	Y			
UT			Y	Y
VA	Y			
VT	Y			
WI	Y			
WV	Y			
Total	30	1	2	3

Part 2.7 Within the assessed grades, are items or prompts sampled?

ST	All tested students see the same items or prompts	Items or prompts are sampled	Multiple forms are used	Locally Determined
AK		Y	Y	
AL		Y		
CT	Y			
DE	Y			
FL		Y	Y	
GA	Y			
ID	Y			
IL	Y			
KY				Y
LA	Y			
MD	Y	Y		
ME	Y			
MN	Y			
MO	Y			
MS	Y			
NC	Y			
NH	Y			
NJ	Y			
NM	Y			
NV	Y			
NY	Y			
OH	Y			
OK	Y			
OR		Y	Y	
PA			Y	
RI	Y			
SC	Y			
TN	Y			
TX	Y			
UT				Y
VA	Y			
VT	Y			
WI	Y			
WV	Y			
Total	27	5	4	2

Part 2.8 How many writing samples does your state assess per student per year?

ST	Response
AK	1
AL	1
CT	1
DE	1
FL	1
GA	1
ID	1 per grade level
IL	1 at grade 3; 2 at grades 6, 8, 10
KY	6 writing samples in the portfolio
LA	1
MD	2 for the Maryland Writing Test (MWT); 3 for the MSPAP
ME	1
MN	1
MO	1
MS	1
NC	1 for each grade level; 2 in grade 10
NH	1
NJ	1
NM	1 for grades 4, 6, 8, and 10
NV	1 at grade 8; 2 at grade 11/12
NY	2 or 3
OH	2
OK	1
OR	1
PA	1
RI	1
SC	1
TN	1
TX	1
UT	
VA	1 per test administration; test is administered twice per year
VT	1
WI	2
WV	1

Part 2.9 Are revisions permitted?

ST	Response
AK	Yes
AL	No
CT	No
DE	Yes
FL	No
GA	No
ID	No
IL	Yes
KY	No
LA	Yes
MD	No
ME	Yes
MN	Yes
MO	Yes
MS	No
NC	Yes
NH	Yes
NJ	No
NM	Yes
NV	Yes
NY	Yes
OH	Yes
OK	Yes
OR	Yes
PA	Yes
RI	Yes
SC	Yes
TN	Yes
TX	Yes
UT	Yes
VA	Yes
VT	Yes
WI	No
WV	Yes

Total
Yes = 24
No = 4

Part 2.10 If students are asked to produce a writing sample on demand (one set period of time), how many minutes are they given?

ST	Response
AK	3 Class periods
AL	Grade 5-50 minutes Grade 7-60 minutes
CT	45 for grades 4, 6, & 8; 90 for grade 10, but there is also a great deal of reading at grade 10
DE	120
FL	45
GA	75
ID	90 minutes in grades 8 & 11, 60 minutes at grade 4
IL	40 minutes for each prompt
KY	
LA	70
MD	For the MSPAP (grades 3, 5, and 8) the students have 40 minutes to draft and 50 minutes to write.
ME	90
MN	3 class periods
MO	
MS	Approximately one hour
NC	50-70
NH	
NJ	60 minutes for HSPT11, 40 minutes for EWT
NM	Approximately two hours for the grade 10 assessment.
NV	30 minutes per prompt at grade 11/12, 70 minutes (one prompt) at grade 8
NY	Grade 5 - 120 minutes per piece; Grades 8, 9, and 11 - 60 minutes per piece
OH	150 minutes total, including revision.
OK	50
OR	
PA	80 minutes over two days
RI	
SC	
TN	grades 4 & 8=35 minutes grade 11=25 minutes
TX	untimed
UT	
VA	untimed
VT	90
WI	30
WV	60

Part 2.11 **If students are given an extended response time to produce a writing sample, please describe the amount of time provided.**

ST	Response
AK	
AL	
CT	
DE	
FL	
GA	
ID	
IL	
KY	Student portfolios are completed over the accountability grade level.
LA	The time it takes to complete the response, within the bounds of reason.
MD	For the MWT, the time is essentially unlimited (it must be completed in a day).
ME	
MN	
MO	3 class periods on consecutive days.
MS	
NC	
NH	All students have up to 70 minutes to complete writing sample in normal testing setting; students who are still working are provided with an unlimited amount of additional time.
NJ	
NM	As often as needed thoughout the school year for the grades 4, 6, and 8 assessments.
NV	At grade 8--Response to single prompt is composed during two 35-minute periods on two consecutive days where use of process writing is encouraged.
NY	
OH	Schools typically schedule 1.5-2.0 hrs. for the test. However, they are required to permit any student who needs additional time up to 2.5 hrs. total, including revisions. In grade 9, writing assessments are administered four times during the year. Students retake the test ONLY if they fail to meet required performance standards.
OK	
OR	Approximately 45-minutes per day, over three days. The student produces a first draft and then revises it. Only the final copy is scored.
PA	
RI	Forty-five minutes each on two consecutive days
SC	Time is only limited by length of school day
TN	
TX	
UT	
VA	Untimed--but within the course of a single sitting
VT	At teachers discretion
WI	The Language Arts Performance Assessment Pilots under development will collect students thinking, communication, and centerpiece writing over several class periods.
WV	

Part 2.12 What method is used for scoring?

ST	Analytic	How many, and what traits are assessed?	Holistic	Other method
AK	Y			
AL	Y		Y	
CT			Y	
DE	Y	Being revised for '95-'96	Y	
FL			Y	
GA	Y		Y	
ID			Y	
IL				Y
KY	Y	Besides the state academic expectancies for writing		
LA				Y
MD			Y	
ME	Y		Y	
MN				
MO			Y	
MS	Y	Sentence formation, mechanics, word usage, and paragraph development. Analytic scoring is used if student receives a score of 20 or lower out of 40.	Y	
NC	Y	grade 10 only--grammar & usage	Y	
NH	Y	Topic Development, Organization, Details, Sentence Structure, Wording, and Mechanics	Y	
NJ			Y	
NM	Y	Word Usage, Development, Mechanics, and Sentence Formation	Y	
NV	Y	Ideas, organization, voice, conventions	Y	
NY			Y	
OH			Y	Y
OK	Y	1.) Development, 2.) Organization, 3.) Word Choice, 4.) Sentencing & Paragraphing, 5.) Grammar and Usage, 6.) Mechanics	Y	
OR	Y			
PA			Y	
RI			Y	
SC	Y		Y	
TN			Y	
TX				Y
UT	Y			
VA				Y
VT	Y			
WI			Y	Y
WV	Y	Organization, Development, Mechanics Word Usage, Sentence Formation	Y	
Total	17		24	6

Part 2.13 How was the scoring rubric developed?

ST	Response
AK	The state used Oregon's rubric
AL	By a committee of Alabama professionals and reviewed by a selected sample of grade-level teachers.
CT	By the state with advisory committees.
DE	By Delaware teachers, State Department staff, and contractor
FL	State Advisory Committee
GA	Georgia educators with contractor (TSARS)
ID	Developed and refined by a groups of language arts teachers in the state.
IL	By SEA staff with contractor and teachers
KY	By the Content Advisory Committee who designed the prompt
LA	The scoring model consists of five dimensions that comprise the general skill-construct of written composition. The written composition model was developed by a written composition advisory task force.
MD	By MSDE in conjunction with local system educators.
ME	Cooperative effort of Maine SEA and Contractor
MN	Scoring specialist in state
MO	Instate
MS	By English teachers contracted with by the subcontractor to score writing samples and validated by a committee of Mississippi English teachers.
NC	Developed by department staff using committees of teachers, curriculum specialists etc.
NH	By testing contractor working with SEA staff and state-level content committee.
NJ	
NM	Teachers, SEA, scoring contractor
NV	Holistic: Developed by State Advisory Committee. Analytic-Trait: Developed from Beaverton, Oregon's model.
NY	SEA in consultation with teachers, university, staff, and researchers.
OH	By a committee of Ohio teachers working with the Department of Education and the scoring contractor.
OK	Analytic and Holistic developed by Harcourt Brace Educational Measurement with Oklahoma Educator Committees' sanctions. Generic to be used with any mode or combination of modes.
OR	During the early 1980s, increasing numbers of writing teachers began calling for a way of assessing writing that would allow them to cite specific strengths and weaknesses in students' writing. The Oregon Six-Trait Analytical Model was developed during 1984-1985 by a group of Oregon teachers to better reflect the characteristics of good writing and provide more specific feedback to students than the holistic model offered. It was first used with a statewide sample of students in 1985 and has been refined over the years. A seventh score, reflecting proficiency in a given mode of writing (descriptive, expository, imaginative, narrative, and persuasive) was added in 1991.
PA	Committee of teachers developed SEA guidance.
RI	In-state team of teachers
SC	By state committee of teachers and writing specialist
TN	Writing Advisory Committee
TX	The first step in the original development rubrics in 1980 for the statewide writing assessment was to bring together a representative group of Texas teachers to identify the attributes of successful writing. The assessment staff, in conjunction with the curriculum staff, transformed these attributes into criteria on which student responses were assessed. Later these criteria, which reflected the attributes of successful writing, became part of the state-mandated curriculum for English/language arts. Educator committees have participated throughout.
UT	Contracted to Northwest Lab - they provided a model and training for districts to develop their own model

Part 2.13 How was the scoring rubric developed?

ST	Response
VA	The rubic was developed by an outside contractor in collaboration with language arts and testing staff of the Virginia Department of Education.
VT	By Vermont teachers
WI	By the scoring contractor, Harcourt Brace Measurement (K&C)
WV	By the Standards Committee.

Part 2.14 Who scores the writing samples?

ST	Teachers in state	Commercial company	Other	Please specify
AK	Y			
AL		Y		
CT		Y		
DE		Y	Y	Teachers do the range finding (selection of anchor papers.)
FL		Y		
GA	Y	Y		
ID	Y			
IL		Y		
KY		Y		
LA		Y		
MD	Y	Y		
ME	Y			
MN	Y			
MO	Y			
MS			Y	Scorers employed by the subcontractor
NC		Y		
NH		Y		
NJ		Y		
NM		Y		
NV	Y			
NY	Y		Y	RCT in Writing: All students paper 60 and above are rerated by Department
OH		Y		
OK		Y		
OR	Y		Y	Others with an English BA
PA	Y	Y		
RI	Y			
SC		Y		
TN		Y		
TX		Y		
UT			Y	Whoever the district designates
VA		Y		
VT	Y	Y		
WI		Y		
WV	Y			
Total	14	22	5	

Part 2.15 Describe the training the state provides for the scoring of the writing samples.

ST	Response
AK	One-day training, followed by scoring and retraining as needed.
AL	Two-three day training conducted by the contractor.
CT	Extensive training, with "marker sets" and qualifying rounds.
DE	Contractor handles the actual scoring
FL	The contractor under Department direction will conduct a three-day reader training session for each type of writing at each grade level.
GA	Extensive with instructional manuals.
ID	All readers attend training sessons in Boise. Readers are directed by SEA people and trained table leaders. Check for understanding every 50 minutes during scoring.
IL	Extensive participant scoring, plus validity papers and retraining to criterion.
KY	The contracted testing company provides the training.
LA	The state currently provides training for the scoring of the writing samples. A state team sets the standards for training and range finding. The contractor provides training for scorers.
MD	Typical hiring, training, and qualifying procedures.
ME	Approximately one-half day for each scoring session. Uses the rubric plus selected anchor papers from Maine students.
MN	The first 2-3 hours of the scoring session.
MO	one-half day the first day
MS	Subcontractor meets with a committee of English teachers to validate the standard setting criteria.
NC	DPI staff train the contractor's staff and oversee the contractor's training sessions
NH	
NJ	done by contractor with SEA guidance
NM	On-site supervision of trainers
NV	Approximately eight hours of instruction in the scoring model and rubric followed by 8 hours of on-the-job training.
NY	Turnkey training to staff from Boards of Cooperative Educational Services who in turn train teachers. Also by written documents.
OH	Training is conducted by contractor using procedures agreed to by state's advisory committee for writing. Representatives of the ODE and of the advisory committee observe the training, as well as the scoring.
OK	None, but pretest and posttest inservices are conducted to inform teachers and parents of how scoring is conducted and what the score value points represent.
OR	Novice readers receive two days of training, focusing on the meaning of the six traits and five modes of writing and providing practice scoring sample student papers from the current assessment. Experienced readers receive one day of training, including a review of the traits and modes and practice scoring. All readers must pass a "qualifying packet" of five papers with seven scores per paper with at least 90 percent of scores within one point of scores assigned by a panel of scoring directors (on a six-point rating scale). Each day during the actual scoring, readers are given personalized feedback on the extent of their agreement with others reading the same papers. Also, each day brief "refresher packets" are scored by the group to maintain scoring consistency.
PA	One-day extensive training, application of the scoring guide through standards based on student performance, resulting in at least 90 percent agreement with periodic recalibration during scoring process.
RI	We train at the beginning of the two day scoring session per grade with crosschecks.
SC	Two trainers, one from the writing committee, using training guide, training sets, and qualifying sets with writing criteria. The papers are pre-scored by the state writing committee.

Part 2.15 Describe the training the state provides for the scoring of the writing samples.

ST	Response
TN	Extensive statewide workshops are offered. We contracted with a consultant from Greensboro College in NC to oversee range-finding process. Teachers from all over the state were brought in to assist with the anchor setting.
TX	The written composition component of the TAAS is scored by Measurement Incorporated. Readers are organized into teams and are coordinated by team leaders. All readers and team leaders go through extensive training with materials related specifically to the writing prompts for each administration. Through various training and practice sessions readers demonstrate complete understanding of the scoring process and must agree with a priori scores on the training papers. They must grade for two qualifying rounds for a total of 40 papers in which they must score with 80 percent accuracy on one of these rounds. In all, readers see at least 113 sample papers. During the actual scoring of student essays, sets of validation papers are systematically distributed to the readers to check on consistency and scoring drift.
UT	Training materials for the entire process (including scoring) were furnished to districts, and training of trainers is done periodically.
VA	The readers are introduced to the rubric through a set of annotated anchor papers selected to illustrate each score point in each domain. Readers then score four sets of training papers with "true" scores discussed after each set. After the training set, readers must qualify to read by meeting predetermined agreement rates on the papers in two qualifying sets.
VT	Ongoing regional network training. Four sessions per year. Plus training at start of central scoring session.
WI	Currently conducted by contractor.
WV	The standards committee does a half-day training on scoring session.

Part 2.16 **If LEP students do writing assessments, describe any special training for raters of LEP students' work samples.**

ST	Response
AK	
AL	NA
CT	NA
DE	NA
FL	NA
GA	NA
ID	NA
IL	None
KY	None. All students who take the KIRIS test are scored the same way.
LA	There is no special training for raters of LEP students' work samples.
MD	None
ME	
MN	NA
MO	None.
MS	
NC	
NH	None
NJ	none-must be in English
NM	None because all assessments are written in English.
NV	
NY	NA
OH	
OK	None
OR	
PA	None
RI	None
SC	
TN	
TX	A Grade 4 Spanish version writing test is currently under development. This test includes the written composition component.
UT	
VA	
VT	None
WI	
WV	

PART 2-C
CURRICULUM FRAMEWORKS AND STANDARDS

Part 2.17 In your opinion, is your state developing or does it have:

ST	State Goals	Student Expectations	Curriculum Frameworks	Performance Standards	Content Standards	Assessment Framework	None of the above
AK	Y		Y		Y		
AL							Y
AR	Y	Y	Y	Y	Y	Y	
AZ					Y		
CA			Y	Y	Y		
CO				Y	Y		
CT	Y	Y	Y	Y	Y	Y	
DE			Y		Y		
FL		Y	Y	Y	Y		
GA	Y			Y			
HI	Y	Y	Y	Y	Y	Y	
IA	Y						
ID			Y				
IL	Y		Y	Y	Y	Y	
IN	Y	Y	Y	Y	Y	Y	
KS	Y		Y	Y	Y	Y	
KY	Y	Y	Y	Y	Y	Y	
LA	Y		Y	Y	Y		
MA			Y			Y	
MD			Y	Y	Y		
ME			Y	Y	Y	Y	
MI	Y		Y		Y	Y	
MN	Y			Y	Y	Y	
MO	Y		Y	Y	Y	Y	
MS		Y	Y	Y			
MT							
NC	Y	Y	Y	Y	Y	Y	
ND	Y		Y				
NE	Y		Y				
NH			Y			Y	
NJ					Y		
NM	Y	Y	Y	Y	Y	Y	
NV	Y	Y	Y	Y	Y	Y	
NY				Y			
OH			Y	Y	Y	Y	
OK				Y	Y		
OR				Y	Y		
PA				Y	Y	Y	
RI	Y		Y		Y	Y	
SC	Y	Y	Y	Y	Y		
SD					Y		
TN	Y	Y	Y	Y	Y		
TX							
UT			Y				
VA		Y			Y		
VT				Y	Y		
WA	Y	Y	Y	Y	Y	Y	
WI	Y	Y			Y	Y	
WV			Y	Y			
WY		Y					
Total	24	16	32	30	35	21	1

Part 2.18 **Please describe any of the responses you checked in question 2.17 that your state has developed or is considering developing.**

ST	Response
AK	
AL	None
AR	
AZ	Standards are under development in language arts, math, science, social studies, the arts, comprehensive health, foreign language, technology and workplace skills.
CA	
CO	State Content Standards for reading, writing, mathematics, science, history, and geography adopted by State Board of Education and completed by 9/15/95. The State Board will adopt an assessment design, assessment timetable, and performance standards for the new state assessment program.
CT	State curriculum frameworks and student expectations exist but are not uniformly recognized at the local level. The state goals and standards are universally recognized on the high-stakes test measures. The states goals and content standards are articulated in the document "Connecticut's Common Core of Learning".
DE	1. Curriculum Frameworks (including content standards and performance indicators) developed in English Language Arts, Science, Social Studies, Math. Approved by State Board of Education in July '95. 2. Performance Standards set for '93-'95 PBA in Reading, Writing and Math.
FL	Project awarded to Florida State University/McREL Institute has presented the first of a number of drafts of the mathematics and language arts standards, benchmarks, and performance activities.
GA	Georgia has a state mandated curriculum--the Quality Core Curriculum (QCC) which is currently under review.
HI	
IA	The state board of education has adopted a strategic plan: "Education Is Iowa's Future" which contains four broad goals regarding the pre-K/12 system plus community colleges. (Copy of goals attached.)
ID	We have published implementation copies of Curricular Frameworks for each curricular area. These documents are currently being held for further revision.
IL	34 state goals for learning were developed by over 80 citizens (representatives of multiple interest groups and teachers) The state goals are currently under review, and content standards and performance standards are being developed. Assessment frameworks have been developed.
IN	Indiana 2000, board adopted proficiency content standards, board adopted performance standards
KS	State goals/outcomes through Quality Performance Accreditation. Assessments to measure those outcomes. Curriculum frameworks and Content Standards which reflect state QPA goals. Performance standards set in math, reading, and writing.
KY	The state identified 6 learning goals for students. Each of those goals is further defined by a set of 57 academic expectations. A state curriculum framework defines student expectations for the academic expectations. Content standards are being defined for the state assessment. An assessment framework attempts to weave content and academic expectations together.
LA	Content and performance standards (benchmarks) have been developed in the areas of math and science. Louisiana will commence the development of new standards in social studies, English language arts, the arts, and foreign languages in the fall of '95.
MA	curriculum frameworks are in draft form and need to be approved by the Board of Education. Assessment Frameworks will be developed
MD	
ME	Task Force on Learning results sets content standards performance standards and will be linked directly to MEA in 1996 school years.

Part 2.18 Please describe any of the responses you checked in question 2.17 that your state has developed or is considering developing.

ST	Response
MI	In Progress: A. Detailed Curriculum Frameworks which will include Content Standards, Benchmarks, instructional vignettes, performance levels and examples of student work. B. Federal Grants Mathematics, Science, English Language Arts, Social Studies. Completed: A. Assessment Frameworks including outcomes to be tested prototypical items, item specifications, mathematics, science, reading, writing. B. State Grants
MN	Design is in planning stage. Min. competency test goals & standards were developed by state committees.
MO	The show-me standards and curriculum frameworks are developed
MS	Performance standards, for the NRT performance component; have been recommended by a committee of teachers who participated in standards setting and were representative of students in grades 4-9; Curriculum frameworks are developed for mathematics and U.S. History based on national standards for the subject areas; Student expectations are based on national norms and accreditation criteria.
MT	
NC	NC has a standard course of study describing goals & objectives by subject & grade level. These are used as basis for assessment--providing assessment frameworks. Content standards are also being developed at more specific level, e.g. expectations of level of performance by goal/standards. Currently these are benchmarks in language arts by grade level. Standards & Accountability commission is developing student expectations.
ND	We developed a 2nd generation of North Dakota English Language Arts curriculum frameworks; Standards & Benchmarks in 1994.
NE	Summer-Fall, 1996
NH	The state has developed curriculum frameworks in English language arts, mathematics, science, and social studies as provided in the State Educational Improvement and Assessment Law, "these frameworks are to serve: as the basis for the development of state-level assessment instruments and as a guide for making local decisions about curriculum development and delivery.
NJ	Each content area is defined by broad statements (4 standards--world languages to 15 standards in Mathematics)—average, 10 standards/area indicators are given in clusters by level (more specific standards, but neither is very detailed
NM	
NV	Content standards and curriculum frameworks are included in the State of Nevada Administrative code.
NY	Perf. stds are being developed in all basic areas-Math Science Technology, English Language Arts, Arts, etc.
OH	Assessment and curriculum frameworks have been adopted for English language arts, mathematics, social studies, and science. Frameworks for Foreign languages, the arts, and health and physical education are under development. Each model contains content standards. Performance standards have been adopted at designated grades for reading, writing, mathematics, citizenship, and science.
OK	Statewide CRT Assessments were developed and Performance Standards adopted directly related to Priority Academic Student Skills (P.A.S.S.), our core curriculum, standards in order to measure students attainment of the content standards as contained in P.A.S.S.
OR	Content and performance standards are being created for Certificates of Mastery.
PA	Work on standards has just begun.
RI	

Part 2.18 **Please describe any of the responses you checked in question 2.17 that your state has developed or is considering developing.**

ST	Response
SC	State goals have been developed by an in-state committee and revised through public review and input process. Curriculum frameworks set higher expectations and identify content standards. Frameworks in mathematics, foreign languages and visual and performing arts have been adopted by the State Board. Frameworks in English language arts and science are undergoing public review. Frameworks in social studies, health and safety and physical education will be developed. Performance achievement standards based on the framework have been developed and approved in math and will be developed in the other areas.
SD	Work is underway in standards development in Math, Science, Language, History and the Arts
TN	
TX	Currently, assessments per subject area are designed according to particular measurement specifications, objectives, and instructional targets that have as their foundation the essential elements of curriculum. These essential elements are currently undergoing a clarification process which is expected to continue for at least the next twelve months, at which point the resulting essential skills and knowledge will be presented to the State Board of Education for adoption under the new Texas Education Code.
UT	The state has had a mandated core curriculum since 1984.
VA	The Standards of Learning (SOLs) represent content Standards/Student expectations at every grade level (K-12) in English, Mathematics, Science, & History/Social Sciences.
VT	
WA	Under reform legislation independent commission is charged to develop essential academic learning requirements in reading, writing, communications, math, science, social science, health, and physical education. Assessments in there areas are to be developed at three levels: elementary, middle, and high-school.
WI	See WI Goals & Learner outcomes attached also WI Performance Assessment Sampler.
WV	Curriculum frameworks in Language Arts, Math, and Science are in place. Performance Standards will be developed in Language Arts and Math.
WY	Exit Standards

Part 2.19 How were these developed?

ST	Response
AK	State leadership and local involvement
AL	None
AR	Collaboratively with many task forces, committees, with numerous avenues and time for public input.
AZ	Nine academic design teams over a period of three months using a common format and a vanity of AZ and national standards related references.
CA	Curriculum Frameworks- Considerable involvement of teachers, curriculum experts, and community members. Content and Performance Standards- An appointed commision of Content and Performance Standards is an important part of AB 265, which also includes public hearings and frequent reference to the involvement of parents and other community members in all phases of AB 265's implementation.
CO	Content Standards were developed by task forces (local educators, higher education personnel, and working professionals) under direction of Standards & Assessments Council. The three drafts underwent extensive public review and comment to develop consensus. A recommended set was sent to State Board on 4/1/95.
CT	The test standards were set by the SEA and standard -- setting committees. The curriculum frameworks were established by the SEA curriculum bureau by domain. The "common core of learning" was directed by a committee representing business, higher education, political, and general education concerns.
DE	1. Developed by representative groups of Delaware Educators and those from larger educational community (parents, teachers union, administrator groups, etc.) 2. Set by Delaware teachers.
FL	Project awarded to Florida State University/McREL Institute has presented the first of a number of drafts of the mathematics and language arts standards, benchmarks, and performance activities.
GA	The QCC was developed by curriculum committees of educators.
HI	
IA	--Information gathering as part of a strategic planning process. --Town meetings sponsored by each of Iowa's 15 Area Education Agencies. --Collaborative decision-making.
ID	By teams of subject area educators K-12, SEA and others.
IL	By teachers, other educators, consultant experts, and state staff.
IN	By Dept. consultation with Indiana educators, business leaders, labor leaders, industry leaders
KS	All of these were developed with teams of teachers and administrators, and ihe's as advisory councils. Contractor in charge of assessment development and setting performance standards.
KY	All of these documents were developed with broad teacher input. In the case of the goals and academic expectations, community input was used as well.
LA	Advisory committees comprised primarily of teachers statewide developed the math and science standards, as well as a curriculum framework for math.
MA	Committees were formed, public forums were held.
MD	Teachers, school system staff, and instructional staff from Maryland State Dept. of Education developed these.
ME	Developed with both teacher and citizen input as part of Task Force on learning Results.
MI	
MN	1. Research & verification of standards by SGA staff & state committees 2. Item tryout & piloting using representation sample of state 3. Technical & bias review by state committees
MO	Teachers & Citizens etc.

Part 2.19 How were these developed?

ST	Response
MS	Performance Standards were developed via standard setting process by Mississippi teachers. Curriculum frameworks were developed by subject area teachers, SEA curriculum specialists and university consultants using NCTM and other subject area standards. Student expectations for accountability is established by school administrators who serve on the Commission for School Accreditation.
MT	
NC	By curriculum specialists in consultation with teachers, professors & other educators throughout state, linking with national curriculum standards such as NCM.
ND	Educators from North Dakota
NE	Teacher committees primarily reviewed by thousands
NH	Through a participatory process involving educators at all levels, business people, government officials, community representatives, and parents. They represent a consensus about what students should know and be able to do.
NJ	Were developed by an educator, business, parents & higher educ. - as each committee, co-chaired by educator & business persons.
NM	Task force work comprised of various levels of educators, business community members, and students where appropriate.
NV	
NY	Expert consultants and staff working with committees of educators
OH	By Department of Education staff in cooperation with committees of Ohio educators and input from many educators and other Ohio citizens.
OK	By Committees
OR	Using panels of educators who reviewed national efforts and then massive public review.
PA	Assessment frameworks were developed by advisory committees of educators with SEA guidance.
RI	Goals, content standards (frameworks) by broad based survey or group
SC	The goals were established by a statewide committee with broad representation. Committees of teachers and other educators develop a draft framework and draft standards. These documents are presented for broad public review and input. Based on the feedback received, they are revised and presented to the State Board for adoption of frameworks and approval of achievement standards.
SD	Teams of teachers
TN	State-directed committees of curriculum specialists, teachers, and others.
TX	Public hearings were held throughout the state to gather data. Various committees composed of educators, experts, and interested citizens are currently at work on this project at various levels of detail.
UT	Collaboratively w/state office personnel and district personnel
VA	Through Consensus involving local educators, State Board of Education, and other stakeholders.
VT	Model consenus, broad particapation involved, teachers, professors, in the field business, parents and students. Every review was sent to field for feedback.
WA	Essential learning developed by committees of educators and non-educators subject to approval of Commission on Student Learning. Assessments under development using combination of Washington educators and contractor (Riverside)
WI	See WI Goals & Learner outcomes attached also WI Performance Assessment Sampler.
WV	Teams of Teachers and Administrators
WY	By local and state study groups with assertions from MCREL.

Part 2.20 In what stage in that development process is your state? In what subjects?

ST	Reading	Math	Writing	Science	Social Studies	Other
AK	I	I	I	I	I	N
AL	N	N	N	N	N	N
AR	C	C	C	C	C	
AZ	I	I	I	I	I	I
CA						
CO	C	C	C	C	C	N
CT	C	C	C	C	I	C
DE	C	C	C	C	C	
FL	I	I	I	N	N	N
GA	C	C	C	C	C	C
HI	C	C	C	C	C	N
IA	P	P	P	P	N	I
ID	C	C	C	C	C	C
IL	C	C	C	C	C	C
IN	C	C	I			
KS	C	C	C	C	C	
KY	C	C	C	C	C	C
LA	I	C		I	I	I
MA	I	I	I	I	I	
MD	C	C	C	C	C	C
ME	I	C	I	C	I	I
MI						
MN	C	C	P	P	P	
MO	C	C	C	C	C	C
MS		C		C	C	I
MT	N	N	N	N	N	N
NC	C	C	C	C	C	C
ND	C	C	C	C	C	C
NE	I	C	I	C	C	C
NH	C	C	C	C	C	
NJ	I	I		I	I	I
NM	I	I	I	I	I	I
NV	C	C	C	C	C	
NY	I	I	I	I	I	I
OH	C	C	C	C	C	I
OK	C	C	C	C	I	P
OR	I	I	I	I	I	N
PA	I	I	I	P	P	
RI	I	C	I	I	N	N
SC	I	C	I	I	P	P
SD	I	C	I	C	I	I
TN	I	C	C	I	I	C
TX	C	C	C	C	C	C
UT	C	C	C	C	C	C
VA	C	C	C	C	C	C
VT						I
WA	C	C	C	I	I	I
WI	I	I	I	I	P	C
WV	C	C	C	C	N	N
WY	I	I	I	I	I	
Totals	C = 25 I = 18 P = 1 N = 2	C = 33 I = 11 P = 1 N = 2	C = 24 I = 16 P = 2 N = 2	C = 26 I = 14 P = 3 N = 3	C = 21 I = 15 P = 4 N = 6	C = 15 I = 12 P = 2 N = 9

Key : C = Completed , I = In Development , P = Planned , N = Not Developed

Part 2.21 If you marked "Completed" in 2.20 for any subject, please indicate the calendar year the curriculum framework, state goals, or learner standards were adopted.

ST	Reading	Math	Writing	Science	Social Studies	Other
AK						
AL						
AR	1995	1994	1994	1996	1997	1996
AZ						
CA						
CO	1995	1995	1995	1995	1995	
CT	1993	1993	1993	1995		
DE						
FL						
GA	1992	1992	1992	1992	1992	1992
HI	1995	1995	1995	1995	1995	1995
IA						
ID	1994	1994	1994	1994	1994	1994
IL	1985	1985	1985	1985	1985	1985
IN	1992	1992	1992			
KS	1993	1993	1993	1993	1993	
KY	1991	1991	1991	1991	1991	1991
LA						
MA						
MD	1990	1990	1990	1990	1990	1990
ME		1995		1995		
MI						
MN	1994	1994				
MO	1996	1996	1996	1996	1996	1996
MS		1994		1995	1992	
MT						
NC	1993		1993	1994	1993	
ND						1994
NE		1994		1994		
NH	1995	1994	1995	1994	1995	
NJ						
NM						
NV						
NY						
OH	1992	1990	1992	1994	1994	
OK	1993	1993	1993	1993	1993	1993
OR						
PA						
RI		1995				
SC		1993				
SD		1995		1995		
TN						
TX						
UT						
VA	1995	1995	1995	1995	1995	1995
VT	1996	1996	1996	1996	1996	1996
WA	1995	1995	1995			
WI						1994
WV	1991	1990	1991	1993		
WY						

Part 2.22 **Is your state's assessment program aligned to the curriculum frameworks, state goals, or standards?**

ST	Reading	Math	Writing	Science	Social Studies	Other
AK	P	P	P	P	P	P
AL						
AR	Y	Y	Y	P	P	N
AZ	P	P	P			P
CA						
CO	P	P	P	P	P	N
CT	Y	Y	Y	Y		Y
DE	I	I	Y	I	I	
FL	I	I	I	N	N	N
GA	Y	Y	Y	Y	Y	Y
HI	I	I	I	I	I	
IA	P	P	P	P	N	I
ID	Y	Y	Y	Y	Y	Y
IL	Y	Y	Y	Y	Y	Y
IN	Y	Y	Y			
KS	Y	Y	Y	Y	Y	
KY	Y	Y	Y	Y	Y	Y
LA	Y	Y		Y	Y	
MA	P	P	P	P	P	P
MD	Y	Y	Y	Y	Y	Y
ME	I	I	I	I	I	I
MI						
MN	Y	Y	P	P	P	
MO	Y	Y	Y	Y	Y	Y
MS		Y			Y	I
MT						
NC	Y	Y	Y	Y	Y	Y
ND	Y	Y	Y	Y	Y	Y
NE						
NH	Y	Y	Y	Y	Y	
NJ	I	I		I	I	I
NM	Y	Y	Y	Y	Y	Y
NV	Y	Y	Y	Y	Y	
NY	I	I	I	I	I	I
OH	Y	Y	Y	Y	Y	I
OK	Y	Y	Y	Y	Y	Y
OR	Y	Y	Y	Y	Y	N
PA	Y	Y	Y			
RI	P	I	I	P		
SC				I	P	Y
SD	N	N	N	N	N	N
TN	Y	Y	Y	I	Y	Y
TX	Y	Y	Y	Y	Y	Y
UT	Y	Y	Y	Y	Y	Y
VA	I	I	I	I	I	I
VT						I
WA	I	I	I	P	P	P
WI	I	I	I	I	I	
WV	Y	Y	Y	N	N	N
WY						
Totals	Y = 25 I = 9 P = 6 N = 1	Y = 26 I = 10 P = 5 N = 1	Y = 24 I = 8 P = 6 N = 1	Y = 19 I = 9 P = 8 N = 3	Y = 20 I = 7 P = 7 N = 4	Y = 15 I = 8 P = 4 N = 6

Key : Y = Yes , I = In progress , P = Planned , N = No

Part 2.23 What does "alignment" mean in your state? In what ways is the assessment "aligned"?

ST	Response
AK	
AL	None
AR	Assessment items are designed to measure content standards and student learner expectation in curriculum frameworks.
AZ	Will assess what is contained in the standards
CA	
CO	Assessments will be selected/developed to measure content standard benchmarks for grades 4, 8, and 11.
CT	The state goals are measured by these criterion-referenced tests. The Common Core of Learning served as a basis on which CRT objectives were built.
DE	Assessment uses the writing processes, criteria, rhetorical specifications and performance indicators in the CF.
FL	Tests to be developed will measure outcomes identified in the curriculum frameworks.
GA	The CBA's test implementation of some of the QCC objectives.
HI	In Development
IA	Alignment is to occur at the local level. A network of support is being developed state-wide (Dept. of Education, Area Education Agencies, higher education, professional associations, etc.) to provide local school districts with models and best practices in alignment of curriculum, instructional practice and assessment of student progress.
ID	
IL	Each multiple choice item is developed to measure performance on a specific state goal. Each assessment task is designed to measure a specific state goal.
IN	Test criterion referenced all items mapped for content to standards.
KS	Content validity is assured because item writers are asked to write items based on a common definition of State Curriculum Standards.
KY	The state assessment measures school achievement towards the teaching of the academic expectations and the learning goals.
LA	The current state assessment is based on the state curriculum guides, i.e., assesses grade appropriate skills as prescribed in the guides.
MA	The assessment frameworks will encompass the curriculum frameworks
MD	Locals align their curriculum to the outcomes and frameworks. The assessment is design to test the outcomes.
ME	State standards will govern content and scope of MEA.
MI	The assessments are actually built designed to measure around outcomes and requirements stated in goals & objectives. Committees approve and reject items based upon their fit with goals and objectives.
MN	Aligned with content standards that are aligned with curriculum already taught statewide
MO	Standards are defined through the curriculum frameworks The assessment will assess body of C.F.
MS	Subject area CRT's are developed from curriculum structure/curriculum standards
MT	
NC	Curriculum frameworks provide the assessment framework for developing tests. All test questions, etc. are developed to meet the curriculum objectives.

Part 2.23 What does "alignment" mean in your state? In what ways is the assessment "aligned"?

ST	Response
ND	It means that the assessments we use are measuring or assessing what is in our curriculum frameworks. A match was done. Virtually everything in the CTBS/4 is measuring something in the frameworks. However not everything in the frameworks is measured by the CTBS/4. Currently about 40% of the English Language Arts curriculum frameworks Benchmarks is tested by the CTBS/4. In Mathematics it is approximately 60%.
NE	
NH	As provided in the State Educational Improvement and Assessment Law, the state assessment is designed to measure the profiency standards included in the K-12 curriculum standards.
NJ	Will be aligned---aligned means assessments will be basedf on the standrads & indicators. R/W&M will be developed first, with other areas being added each year---grades 4, 8 & 11.
NM	Assessing and teaching what you value and what is valued is written into the curriculum.
NV	Consensus of teachers & curriculum specialists that we are testing what is intended to be taught
NY	NA
OH	Outcomes measured by the tests are identified as "essential outcomes" at the designated grades in the models.
OK	Priority Academic Student Skills (P.A.S.S.) are to be taught and monitored in every School's Curriculum.
OR	Item developers use the content standards as the framework for developing tests.
PA	Alignment has not yet been checked.
RI	Links to key content standards
SC	
SD	
TN	The assessments are criterion referenced matching the curriculum for each subject or grade tested.
TX	Currently, assessments per subject area are designed according to particular measurement specifications, objectives, and instructional targets that have as their foundation the essential elements of curriculum. These essential elements are currently undergoing a clarification process which is expected to continue for at least the next twelve months, at which point the resulting essential skills and knowledge will be presented to the State Board of Education for adoption under the new Texas Education Code.
UT	CRT and performance assessments are developed specifically to assess the core curriculum--specific items on the tests can be tied to specific standards and objectives in the core.
VA	Content-wise
VT	Academic content alignment, thinking skills taxonomy alignment
WA	Assessments developed based on state goals and learning outcomes
WI	Curric & Test Domain are adequately defined to allow sampling from same conceptual "pool" of tasks and items.
WV	Test items test a set of particular outcomes.
WY	

Part 2.24 **Describe any measures of enacted curriculum (or "opportunity to learn") your state has developed or is developing.**

ST	Response
AK	None
AL	None
AR	
AZ	None
CA	
CO	NA
CT	
DE	
FL	NA
GA	None
HI	
IA	Opportunity to learn is addressed in Iowa's School Accreditation Standards, as well as in the strategic plan (Objective 3: Equal Educational Opportunity, Objective 13: Personalized Instruction, Objective 33: Adequate Funding, Objective 35: Infrastructure, etc.)
ID	
IL	
IN	None
KS	KSBE encourages districts to rpovide students with rubrics.
KY	The statewide assessment is designed to measure the academic expectations.
LA	None
MA	Currently under review. In consultation with testing contractor.
MD	During MSPAP, students fill out survey.
ME	
MI	
MN	None except requirement in rule (See 3501.0110) State provides resources for local development.
MO	In progress
MS	NA
MT	Keeping classroom size to a minimum. Access to a library and councels. Minimum of number of school days.
NC	
ND	
NE	None
NH	None
NJ	No. Do not intend to.
NM	Information unavailable at this time.
NV	None

Part 2.24 **Describe any measures of enacted curriculum (or "opportunity to learn") your state has developed or is developing.**

ST	Response
NY	None
OH	
OK	NA
OR	
PA	
RI	
SC	None
SD	None
TN	None
TX	Currently, assessments per subject area are designed according to particular measurement specifications, objectives, and instructional targets that have as their foundation the essential elements of curriculum. These essential elements are currently undergoing a clarification process which is expected to continue for at least the next twelve months, at which point the resulting essential skills and knowledge will be presented to the State Board of Education for adoption under the new Texas Education Code.
UT	None
VA	
VT	OTL standards are being developed to replace current accreditation requirement. Specifics in area of mathematical problem solving are also being developed.
WA	None
WI	
WV	None
WY	None

PART 2-D
TITLE I ASSESSMENT AND EVALUATION PLANS

Part 2.25 **Please briefly describe the transitional assessment plan for Title I that your state submitted (or will submit) to the U.S. Department of Education.**

ST	Response
AK	
AL	No transition plan submitted or expected.
AR	State SAT 8 Test given in the Fall for grades 5, 7, 10.
AZ	Using gap reduction model based on district assessment plans.
CA	
CO	Districts will NOT be allowed to use a standardized, nationally norm-referenced achievement test. They must use either a commercially available criterion-referenced or performance-based measure or a district measure if it meets general criterion.
CT	We are using CMT and CAPT for Title I assessments currently.
DE	We will compare performance levels of Title I students. Over time, exception is narrowing of gap between percentage of Title I/non Title I students at top two performance levels.
FL	
GA	
HI	The board has already mandated student performance standards for the entire department. Our goal will be to create measures for these standards. The state department will use its standardized achievement test (SAT 8) in the interim years to measure student achievement levels. Since this pertains only to grades 3, 6, 8, and 10, schools can use other appropriate measures to measure the off-grades. Non-traditional measures are being piloted now in writing and social studies and these will be slotted in as soon as resources are available.
IA	Current plans call for use of the voluntary standardized testing using the Iowa Tests of Basic Skills during the transition period. To complement and augment this system, Iowa is building a bank of other assessment models and best practices (including performance tasks, portfolios, projects, etc.) for local school districts to use in their assessment programs.
ID	
IL	Our current state assessment system is that plan
IN	Title I will use Indiana stsewide assessment tool to determine Title I school effectiveness for the FY96 school year. The attached document further classifies the assessment measures and performance that will be used to determine Title I school/program effectiveness.
KS	We will use existing state assessments. A transitional plan is unneccessary in Kansas.
KY	The U.S. Department of education has submitted the KIRIS assessment as providung sufficient information to evaluate Title I private schools will use a national norm-referenced test aligned to Kentucky standards.
LA	Title I will use the CRT component of the LEAP in its transitional assessment plan.
MA	The assessments described above are expected to be ready for use in two or three years. Title I allows states currently in the process of developing their assessments to use a transitional set of yearly assessments that will assess student performance of complex skills and challenging subject matter in at least mathematics and reading/language arts, and that are administered at some time during the three grade spans of 3-5, 6-9, and 10-12. Massachusetts is adopting guidelines for transitional assessments for Title I that (a) provides maximum flexibility to districts, and (b) assists districts in aligning local assessment measures with the developing state assessment system.
MD	Maryland doesn't have a transitional plan. We have state performance standards which we use for all schools.
ME	MEA will provide assessment information for Title I at state and local levels. Plans for developing comprehensive assessment system for March.
MI	The plan proposes usingthe state assessment

Part 2.25 **Please briefly describe the transitional assessment plan for Title I that your state submitted (or will submit) to the U.S. Department of Education.**

ST	Response
MN	Continued use of standardized tests. Tests are selected by local districts.
MO	We'll use MMAT until new Assessment is ready in 2000
MS	Will use ITBS/TAP (NRT) cut scores set by the SEA
MT	Early planning stages -- not available at this time
NC	
ND	We will continue to use the CTBS/4 at grades 3, 6, 8 and 11 until assessments for the state standards are developed.
NE	Local districts will assess progress of students based upon local criterion measures pending development of state criteria and assessments.
NH	None
NJ	Current assessment process is the HSPT-11 EWT-8 & special review assess (SRA) for LEP's who perform below satisfactory level on HSPT-11 SRA: 13 languages (performance & portfolio based) Grade 4 will be added 1997-98 & revides test at 8 & 11 will be "Adequate Yearly Progress" judged by state test in 1997-98. LEA's will do this before LEA's can use an existing test.
NM	
NV	In process of development
NY	During transition - S.A.S. PEP, RCT, Regents in Reading/English and Mathematics Grades 3, 6, 8/9 10 (math), 11 (English) for measures. Standards are defined as below State Reference Point (SRP); above SRP, below Quality Point (QP); Above Quality Point. Buildings which do not indicate 90% of the students are above the SRP and who are not making adequate yearly progress (AYP) enters into the School Improvement Plan process.
OH	We propose to use fourth-grade, sixth-grade, and twelfth-grade proficiency tests in Reading, Writing, and Mathematics as the state measures. Districts will use a combination of assessment strategies including competency-based education assessments in the same curriculum areas.
OK	Three areas will specifically be identified and addressed in the formulation of the Title 1 Transitional Assessment plan. 1. Adequate Yearly Progress - Oklahoma is currently in the process of phasing in content areas in the core curriculum assessment component through 1998-99. As content areas are introduced (Math and Science were first, in 1994-95, with Reading and Writing to be implemented in 1995-96) statewide performance standards are established. Once this occurs, growth objectives related to greater percentages of students attaining these standards over time will be developed, at least in regard to students served through Title 1 schoolwide or targeted assistance programs. These growth objectives should be developed by 1996-97. 2. Data Disaggregation - Oklahoma is beginning to examine the ability to derive results disaggregated by a variety of student identifiers as contained in IASA. Currently only gender and ethnicity are collected and they, for the purpose of field testing maintenance items for gender and ethnic bias on our criterion-referenced tests.
OR	We will be using our state assessment. Performance standards will be developed by Spring 1996.
PA	Within the next two years, challenging content and performance standards will be developed. This effort will involve multiple measures that assess thinking skills and problem solving.
RI	
SC	We are working on it.
SD	We will be part of a five year plan phasing out m-choice testing.

Part 2.25 Please briefly describe the transitional assessment plan for Title I that your state submitted (or will submit) to the U.S. Department of Education.

ST	Response
TN	Pre-K-2: Developmentally appropriate measures established by the local education agency (LEA) and described in the LEA plan shall be used. This applies only to those buildings containing only grades pre-K through 2. Schools containing higher grades will be evaluated by the results of those grades. 3-8: In mathematics and language arts, the combined average perentage of students in a school demonstrating non-mastery across domains shall decrease yearly at least 1% (one percentage point). A multi-year baseline or spring 95 data may be used at LEA discretion for the first comparison year. Thereafter, comparison will be made to the prior year. 9-12: In mathematics and language arts, the percentage of students demonstrating competency by the end of the tenth grade shall increase yearly toward a goal of at least 90%. School Improvement: The LEA shall annually review participating schools on the basis of the assessments described in the state plan and any other high-quality assessments described in the LEA plan submitted to and approved by the state education agency (SEA). Schools that do not show adequate yearly progress for two consecutive years are to be identified for school improvement. Before identifying a school, the LEA may consider the following: * In a targeted assistance school, the LEA may choose to consider the progress of only those students served * The school may challenge the data used and provide additional indicators of progress. * The LEA may describe additional measures to be considered and how the measures are to be weighted in its plan for Title I. * The LEA may consider extenuating circumstances. * A preponderence of evidence from above indicating progress may be considered. * If all or almost all of the students of a school are meeting the standards, the school may not need to be identified for school improvement. LEA Improvement School results on the assessments described in the state plan as well as additional educationally related factors used by the state in its report card to systems will be combined for review by the SEA to identify LEAs in need of improvement. A procedure similar to the school improvement process will be followed.
TX	The Texas Assessment of Academic Skills (TAAS) will serve this purpose. TAAS assesses student progress in reading and mathematics at Grades 3 through 8, and at exit level, and writing at Grades 4, 8, and exit level.
UT	Title I will use the state CRT's for the elementary grades and Stanford Achievement test results grades 8 and 11 for secondary. The Stanford is administered at grades 5, 8, and 11 for the Statewide Testing Program.
VA	Continuation of present assessments while moving in tandem with the evolving statewide system for assessing student progress on the SOLs. The new assessments are targeted for field testing in Spring 1997.
VT	
WA	Based on current norm-reference program at grades 4, 8, and 11. Improves based on % of students scoring below 25 percentile.
WI	K/C grades 4, 8, 10 & (3rd grade reading test)
WV	
WY	The transitional plan allows each local education agency to use existing NRT assessments and report reading comprehension and math problem solving percentiles--levels of advanced, proficient, partially perfect and non-proficient have been described.

Part 2.26 **Which components described in Part 3 of this survey is your state proposing to use in the transitional assessment plan for Title I?**

ST	Response
AK	
AL	All assessments given statewide except for the Differential Aptitude Test and Career Interest Inventories.
AR	SAT 8 and Alternative Assessments -- optional by LEA.
AZ	No state level assessments will be used in 94-95 or 95-96.
CA	
CO	NA
CT	Both CMT and CAPT portions with statewide standards attached. Specifically CMT writing -- reading DRP -- Math and all of CAPT
DE	We are using the statewide writing program, grades 3-5, 8 and 10 and Riverside NRT/Performance-Based Assessment to assess all Title I and eligible non Title I students.
FL	
GA	
HI	The SAT8
IA	The transitional assessment plan will focus on NRTs with CRTs, performance assessments and portfolios to be added later.
ID	
IL	Reading, Mathematics, and Writing. Possibly Science and Social Science.
IN	
KS	None, since we will not use a transitional plan.
KY	All components
LA	CRT at grades 3, 5, 7, 10 English/Language Arts and Mathematics
MA	none - not yet developed
MD	We are planning on using MSPAP and MSPP.
ME	MEA components in reading, writing, and mathematics for grades 4, 8, and 11.
MI	Mathematics-at grades 4, 7 & 11 Science-at grades 5, 8, 11 Reading-at grades 4, 7, 11 Writing-at grades 5, 8, 11
MN	Locally selected tests
MO	MMAT
MS	Norm-Referenced Assessment component
MT	
NC	
ND	CTBS/4 at grades 3, 6, 8 and 11
NE	Not currently applicable.
NH	
NJ	All of them
NM	
NV	State proficiency examination at grades 4 and 8.

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Part 2.26 Which components described in Part 3 of this survey is your state proposing to use in the transitional assessment plan for Title I?

ST	Response
NY	First the high content standards for PET and PEP tests are set by the process described in 2.27. The grass-roots (parents, teachers, administrators, IHE, business, industry, community) participants react and the standards are clarified. The assessment development follows. In the interim, NYS ESEA I will confine its assessment to reading and mathematics. As the replacement assessment vehicles become available, they are phased in.
OH	See response to 2.25
OK	All
OR	All
PA	Reading and Math Assessment
RI	
SC	
SD	Norm-referenced at 4, 8 and 11 for now.
TN	CRT (3-8) High School Competency (9-12)
TX	TAAS, as described in 2.25
UT	See 2.25
VA	Continuation of present assessments while moving in tandem with the evolving statewide system for assessing student progress on the SOLs. The new assessments are targeted for field testing in Spring 1997.
VT	
WA	Basic Assessment Program: reading, math
WI	Both
WV	
WY	NRT Testing No Single Measure

Part 2.27 **What is the process that your state is using to develop the final assessment plan for Title I? What are the steps and who is involved? What is the timetable for this work?**

ST	Response
AK	
AL	Using the tests that are in place with specific performance levels identified. Work to be completed by December 1995.
AR	Criterion Referenced Test -- given at grades 4, 8, 11-12 when completed by the SEA.
AZ	See 2.18 and 2.19
CA	
CO	Districts will use district assessments required for standards-based education legislation.
CT	The development of the third generation CMT is beginning to be discussed. The discussion will include input from the Title I coordination for the state. This test is targeted for the year 2000.
DE	Developing our new assessment which will be for all students aligned to our newly approved content standards in Mathematics, English/Language, Arts, Social Studies and Science. We will be getting student level data on all students for most years K-12.
FL	
GA	
HI	An Comprehensive Assessment and Accountability System (CAAS) is being put in motion to address the needs of all stake-holders in assessment data. We forsee this as a 5-year effort.
IA	The Iowa Dept. of Education is using a cross-agency approach to develop an assessment plan for Title I. Included are program consultants and administrators from Title I, Instructional Services, The Office of Educational Services for Children, Families and Communities, among others. Projected completion: March 1, 1996.
ID	
IL	
IN	State action on additional components to the current statewide assessment price influences how we proceed with the next phase of our assessment. Consulttants will review possible options for alternative assessments for Non-ISTEP schools (P & NP) and Title I participants in private schools to determine programs effectiveness. Title I Committee of Practitioners provide input & feedback on alternative assessment components & proposals for demonstrating "adequate progress" toward meeting standards. Phase II of Transitional Assessments will be presented to Title I districks to implement during the 1996-97 school year.
KS	Local education personnel have been involved in developing appropriate use of the in-place state assessments as part of Title I.
KY	Our assessment is already in place and is aligned with our standards. It was appropriate for us to use this assessment. A statewide advisory committee for Title I has supported this.
LA	La has a 5-year plan for the development of new content standards and assessments to reflect the new standards. This effort involves a cross-section of the community, i.e., educators at all levels, businesses, parents, students.
MA	same as described in Part 3. Development network for MCAS does include Title I representation on its' statewide advisory committee, via a special subcommittee on Title I and through Title I experts who will serve on the MCAS assessment development committees. Timetable is same as described in Part 3.
MD	
ME	Broad based committee which includes state and local representation. It is coordinated with Goals 2000 planning & ME New Standards project.
MI	The assessment staff have not been directly involved although we have had many discussions.
MN	Planning in progress-early stages

Part 2.27 **What is the process that your state is using to develop the final assessment plan for Title I? What are the steps and who is involved? What is the timetable for this work?**

ST	Response
MO	Plan in development, ready in FY96
MS	Will use cut scores from 2.25 above. If ITBS/TAP (NRT) is approved for the next four years for the state, these scores will be part of final assessment plan. Final plan due by 1997.
MT	
NC	
ND	See attached abstract for state standards for English/Language Arts & pages 1-12 of project. The Math process will be similar.
NE	Only the process for development of state curriculum frameworks has been articulated and committed to a schedule. Assessment has not been so articulated.
NH	using State's Assessment program
NJ	Plan described in 2.25 will be for final assessment. Now in development.
NM	
NV	
NY	The transitional plan on-demand measures are replaced as the new measures have their reliability and validity established at each grade level. A representative council for curriculum and assessment provides the oversight and content standards determination. Subject matter experts develop the domain sampling plans. Technical consultants develop item formats, pilot test measures, and conduct reliability and validity studies. The committee of practitioners endorses the assessment measures for use in ESEA, Title I. The timetable is provided in attachment.
OH	Staff from across the state agency and committees representing LEA's are developing the comprehensive plan. The plan will be completed by spring 1996. The assessment plan described in 2.25 is substantively the same for both the transitional and final plans.
OK	The SEA Title 1 program is involving its Committee of Practitioners to collect ideas on the optimal plan for assessment of Title 1 students in regard to the directives of IASA. The SEA Assessment Division is interfacing with the District Test Coordinators Advisory Council for advise from key LEA assessment experts. The final Title 1 transitional assessment plan will be included in the SEA consolidated plan to be submitted to the USDE in May, 1996.
OR	The plan will be completed spring 1996. A team is establishing criteria for defining Adequate Yearly Progress.
PA	By 1996-97, high quality, yearly student assessments in reading and mathematics will be used as the primary means of determining "adequate yearly progress" of each LEA to meet performance standards.
RI	
SC	
SD	
TN	Development of performance standards by 1997-98 based on already identified content standards and assessments. Field testing 98-99, 99-2000. Task Force for submission of plans to Goals 2000 panel for approval involves Title I, Spec. Ed., ESL, and regular program in consultation with state testing experts.
TX	The tests are currently in place. The Texas Learning Index (TLI), first implemented in spring 1994, is expected to be included in this plan as the method for measuring student progress. The Texas Preliminary Consolidated State Plan states, "In the spring 1995 administration of the TAAS tests, information will be collected that will help determine the efficacy of the TLI in measuring student progress. After this information is gathered and analyzed, decisions will be made by the Texas Education Agency about inclusion of the TLI in assessment and accountability measures related to its consolidated state plan. Those decisions will be reflected in the final consolidated state plan submitted to the U.S. Department of Education." Target date is spring, 1996.

Part 2.27 What is the process that your state is using to develop the final assessment plan for Title I? What are the steps and who is involved? What is the timetable for this work?

ST	Response
UT	Plan is completed
VA	Same as for the new statewide assessment program, as described in other parts of this survey. Field testing is slated for Spring 1997.
VT	
WA	Reform legislation previously described. Mandated for all districts in 2000-2001.
WI	still being developed
WV	
WY	We will finish developing Standards this year and begin to look at options next year.

Part 2.28 At what stage of that process is your state now?

ST	Response
AK	
AL	In process of establishing goals and defining adequate annual progress toward the goal(s).
AR	Development process. Field testing was done for grades 12 in 1995. Field test for grade 4 -- Spring 1996.
AZ	Development of standards
CA	
CO	Development
CT	The development of the third generation CMT is beginning to be discussed. The discussion will include input from the Title I coordination for the state. This test is targeted for the year 2000.
DE	Approved content standards in June 95. Developing new assessments in 1996-97, to begin implementing in 1997-98.
FL	
GA	
HI	The strategic plan for implementation of the CAAS is under development and workgroups are being assembled.
IA	We are currently aligning work on the Title I plan with the state's proposed application for second year funding under Goals 2000. Both plans are built around local responsibility for setting standards and assessments.
ID	
IL	
IN	Development and drafting steps with consultant input.
KS	We will be implementing in 1995-96, using existing state assessments, which are taken by all students. An annual assessment (NOT pre-and post-tests) will be used.
KY	Established but continued to evolve.
LA	Completion of math and science standards and commencing with a math assessment framework and standards development in ELA, social studies, the arts, and foreign languages.
MA	Just beginning assessment development.
MD	
ME	In progress
MI	Believe we are writing plan (in final stages)
MN	Planning the design
MO	Revisions
MS	At the initial stage of the process; planning
MT	
NC	
ND	See timeline page 12
NE	Assessment has not formally been discussed or the process articulated beyond recommendations from the Nebraska Schools Accountability Commission.
NH	implementation

Part 2.28 At what stage of that process is your state now?

ST	Response
NJ	Assessments are now being developed/re-developed
NM	
NV	
NY	Reading/English Language Arts: Pilot (1994-95); Reliability and Validity established (1986-87); ready (1997-98) Math (elementary and middle): Pilot (1994-95); Reliability and Validity (1996-97); ready (1997-98) Math (secondary): Pilot (1996-97); Reliability and Validity (1997-98); ready (1998-99).
OH	The state assessment components are in place. We are adding some elements to the data collection system (our Education Management Information System). We are working with schools to assist them in the transition.
OK	Meetings with the key advisory groups is currently underway. In February 1996 the SEA School Improvement Leadership Team will integrate feedback from the various advisory teams and formulate a transitional plan to be presented to the State Superintendent and other important SEA leaders.
OR	We have developed a draft of our criteria.
PA	Just beginning to match needs with the elements of the Reading and Math Assessment
RI	
SC	
SD	Stand still at present.
TN	Content standards identified. Assessment program under review.
TX	The tests are currently in place. The Texas Learning Index (TLI), first implemented in spring 1994, is expected to be included in this plan as the method for measuring student progress. The Texas Preliminary Consolidated State Plan states, "In the spring 1995 administration of the TAAS tests, information will be collected that will help determine the efficacy of the TLI in measuring student progress. After this information is gathered and analyzed, decisions will be made by the Texas Education Agency about inclusion of the TLI in assessment and accountability measures related to its consolidated state plan. Those decisions will be reflected in the final consolidated state plan submitted to the U.S. Department of Education." Target date is spring, 1996.
UT	Plan is approved
VA	System design with development to begin with next budget cycle.
VT	
WA	In development
WI	See 2.25 above
WV	
WY	Beginning to develop model standards that have been collected from local districts.

Part 2.29 Please summarize what your state's final plan is expected to look like.

ST	Response
AK	
AL	Existing statwide testing program with identified goals and benchmarks for growth.
AR	CRI based Curriculum Frameworks given at grades 4-8, 10, 11.
AZ	State performance based assessments for grades 4, 8 and 10 based on state adopted standards. Local District Assessment Plans also in place.
CA	
CO	Results from district assessments will be reported for all students--Title I and non--Title I.
CT	The Title one and student assessment plan will be part of the department 5-year plan which will consolidate across state and federal programs.
DE	Confirmation of embedded and on demand assessments, K-12, on 4 content areas.
FL	
GA	
HI	We anticipate there will be a combination of traditional and non-traditional assessment measures at selected grades. There will be individual, district and state reporting systems.
IA	Too early to project.
ID	
IL	IGAP (the State Assessment)
IN	
KS	It mirrors and is a part of the state's assessment system.
KY	This was discribed in 3 2-5
LA	Unknown at this time.
MA	MCAS will be the final plan
MD	
ME	
MI	
MN	Statewide tests to monitor achievement. Locally determined assessments for individual decisions.
MO	Integration of standards & assessment
MS	Has not been finalized
MT	
NC	
ND	See abstract of plan--attached
NE	Too early to say.
NH	
NJ	See 2.25
NM	
NV	

Part 2.29 Please summarize what your state's final plan is expected to look like.

ST	Response
NY	The State Assessment system will provide a comprehensive battery of assessment measures in discreet subject areas and in a multidisciplinary math-science-technology assessment event by the year 2000. Fewer than 10% of the pupils (mostly recent immigrants and extremely low performing residential pupils with disabilities) will elude the new high quality state assessments.
OH	The assessment plan that will be proposed will look much like the one described above.
OK	The plan will be based on Oklahoma's two statewide assessments, the Oklahoma Core Curriculum Tests (CRT) and the Iowa Tests of Basic Skills (NRT). Growth objectives for Title 1 students will be developed for both types of tests and Title 1 students will be compared to students statewide to analyze the degree of disparity in performance and to examine the extent which such differences diminish over time.
OR	The state assessments will be given of grades 3, 5, 8 and 10. Schools will be expected to increase the percentage of students who meet our proficiency standards with a goal of all students meeting the standard in six years. If a school does not meet its required increase, they must show that not yet proficient students are moving towards proficiency at a rate that is greater than maintaining their current status.
PA	The state plan will demonstrate that challenging content and performance standards which describe "adequate yearly progress" have been developed.
RI	
SC	
SD	Unknown
TN	A combination of student performance on various assessments [normed, criterion (content specific), writing, course ending tests, competency] will be used to define advanced, proficient, and partially proficient status.
TX	The Texas Assessment of Academic Skills (TAAS) will serve this purpose. TAAS assesses student progress in reading and mathematics at Grades 3 through 8, and at exit level, and writing at Grades 4, 8, and exit level. The final plan will have LEP and IEP specific guidelines.
UT	See 2.25
VA	Standards-based assessments in English, History/Social Sciences, Mathematics, Science and Technology.
VT	
WA	Not developed, but based on standards based assessments.
WI	still being developed
WV	
WY	Have standards and a multidimentional assessment that will be given to all schools accepting Title I dollars.

Part 2.30 Tell us about any challenges your state is facing in developing your plan.

ST	Response
AK	
AL	It's been fairly smooth up to this point.
AR	
AZ	
CA	
CO	1. Designing state assessment system 2. Using state assessment system to calibrate district assessment results.
CT	None
DE	Developing support from all of our constituencies.
FL	
GA	Reviews of assessment program and QCC are taking place.
HI	Currently the state is in a severe budgetary crisis and resources will be difficult if not impossible to acquire for many of the components that are anticipated.
IA	There is broad support in the state for Iowa's approach to local decision-making regarding the establishment of high standards and assessments to match. The major challenge will be to balance the focus on local control with the legislated mandates in Title I which are built upon state-wide testing programs.
ID	
IL	
IN	Issues with statewide assessment system influences how and when Title I moves forward with state plan; Non-ISTEP schools: Assessment for Title I schools that have grade spans in which the state test will not be administrated (i.e., Pre-K; K-2; 7-8); Nonpublic Title I participants: using state assessments (when available) to demonstrate program effectiveness; and alternative assessments: development of alternative assessments that support current LA/Math curriculum and instruction.
KS	Plan is already developed.
KY	Attempting to provide information on desegregation.
LA	The same challenge other states face: Coordinating efforts
MA	
MD	
ME	
MI	Concern about demonstrating progress Plan is oversimplified
MN	Political changes make direction uncertain and development delayed.
MO	Turf and Vocabulary
MS	
MT	Goals 2000 funding was returned to the Dept. of Ed by action of the 1995 MT Legislature. No Goals 2000 activities can be carried on in FY96 at the state level.
NC	
ND	Time to complete & do a thorough job involving all parties is definately a challenge.
NE	Resistance to the concept of statewide assessment due to long tradition of local control. Scarcity of resources will contribute to the difficulties.

Part 2.30 **Tell us about any challenges your state is facing in developing your plan.**

ST	Response
NH	
NJ	1) Have concerns
NM	
NV	
NY	- uncertain funding (Federal Goals 2000, State) has delayed critical milestones - dissatisfaction with the high content social studies framework led to a recall of the content standards and, in turn, the assessment domain matrix. - the grass roots reaction focus forms were well attended for math, science, technology and English Language Arts content standards. The arts, health, home economics, physical education and occupational forums are receiving less attendance. It is believed that a less than satisfactory number of elementary classroom teachers have read the high content frameworks. Without classroom teacher commitment, local curriculum alignment will be delayed. The new assessments will reflect that phenomenom.
OH	Two issues still being discussed are the assessment of progress of children who have special needs and those who attend nonpublic schools.
OK	A new paradigm for measuring progress in achievement related to Title 1 students will be the largest challenge in my opinion. Abandoning the goal of low achieving students (Title 1 students) demonstrating gains in exchange for challenging such students by holding them to the same performance standards as students statewide, is certainly, to use a wornout phase, a major paradigm shift. All teachers, and particularly those who directly work with Title 1 students, will have to absorb and internalize this shift.
OR	
PA	To meet all the needs for disaggregated and to develop performance standards.
RI	
SC	
SD	We dismantled our entire Title I office.
TN	Defining adequate progress IEP/LEP concerns
TX	None other than already mentioned.
UT	None
VA	
VT	
WA	
WI	—determining the extent of funding for multiple measures of assessments —setting content standards
WV	
WY	Local control state.

Part 2.31A In the subject of ***reading***, at what grade levels do you anticipate students will be assessed in the final assessment plan?

ST	K	1	2	3	4	5	6	7	8	9	10	11	12
AK				Y	Y	Y	Y	Y	Y	Y	Y	Y	
AL													
AR					Y				Y			Y	Y
AZ					Y				Y		Y		
CA													
CO					Y				Y			Y	
CT					Y		Y		Y				
DE	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FL													
GA													
HI				Y			Y		Y		Y		
IA													
ID													
IL				Y			Y		Y		Y		
IN				Y			Y				Y		
KS				Y				Y			Y		
KY					Y				Y			Y	Y
LA													
MA													
MD													
ME													
MI													
MN													
MO					Y				Y		Y		
MS			Y	Y	Y	Y	Y	Y	Y	Y			
MT													
NC				Y	Y	Y	Y	Y	Y				
ND													
NE													
NH													
NJ					Y				Y			Y	
NM													
NV													
NY													
OH					Y		Y						Y
OK				Y		Y		Y	Y			Y	
OR				Y		Y			Y		Y		
PA						Y			Y			Y	
RI													
SC													
SD					Y				Y			Y	
TN					Y				Y			Y	
TX				Y	Y	Y	Y	Y	Y				
UT		Y	Y	Y	Y	Y	Y		Y			Y	
VA													
VT													
WA					Y			Y			Y		
WI													
WV													
WY				Y			Y				Y		

Part 2.31B In the subject of ***mathematics***, at what grade levels do you anticipate students will be assessed in the final assessment plan?

ST	K	1	2	3	4	5	6	7	8	9	10	11	12
AK				Y	Y	Y	Y	Y	Y	Y	Y	Y	
AL													
AR					Y				Y			Y	Y
AZ					Y				Y		Y		
CA													
CO					Y				Y			Y	
CT					Y		Y		Y		Y		
DE	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FL													
GA													
HI				Y			Y		Y		Y		
IA					Y				Y		Y		
ID													
IL				Y			Y		Y		Y		
IN				Y			Y				Y		
KS					Y			Y			Y		
KY					Y	Y			Y			Y	Y
LA													
MA													
MD													
ME													
MI													
MN													
MO					Y				Y		Y		
MS			Y	Y	Y	Y	Y	Y	Y	Y			
MT													
NC				Y	Y	Y	Y	Y	Y				
ND													
NE													
NH				Y			Y				Y		
NJ					Y				Y			Y	
NM													
NV													
NY													
OH					Y		Y						Y
OK				Y		Y		Y	Y			Y	
OR				Y		Y			Y		Y		
PA						Y			Y			Y	
RI													
SC													
SD					Y				Y			Y	
TN					Y				Y			Y	
TX				Y	Y	Y	Y	Y	Y				
UT		Y	Y	Y	Y	Y	Y		Y			Y	
VA				Y		Y		Y		Y		Y	
VT													
WA					Y			Y			Y		
WI													
WV													
WY				Y			Y				Y		

Part 2.31C In the subject of ***writing***, at what grade levels do you anticipate students will be assessed in the final assessment plan?

ST	K	1	2	3	4	5	6	7	8	9	10	11	12
AK						Y		Y					
AL													
AR					Y				Y			Y	Y
AZ					Y				Y		Y		
CA													
CO					Y				Y			Y	
CT					Y		Y		Y				
DE													
FL													
GA													
HI													
IA													
ID													
IL				Y			Y		Y		Y		
IN													
KS													
KY					Y				Y			Y	Y
LA													
MA													
MD													
ME													
MI													
MN													
MO					Y				Y		Y		
MS													
MT													
NC													
ND													
NE													
NH													
NJ					Y				Y			Y	
NM													
NV													
NY													
OH					Y		Y						Y
OK						Y			Y			Y	
OR						Y			Y		Y		
PA													
RI													
SC													
SD													
TN													
TX					Y	Y	Y	Y	Y				
UT													
VA													
VT													
WA													
WI													
WV													
WY				Y			Y				Y		

Part 2.31D In the subject of ***science***, at what grade levels do you anticipate students will be assessed in the final assessment plan?

ST	K	1	2	3	4	5	6	7	8	9	10	11	12
AK				Y	Y	Y	Y	Y	Y	Y	Y	Y	
AL													
AR													
AZ													
CA													
CO					Y				Y			Y	
CT											Y		
DE													
FL													
GA													
HI													
IA					Y				Y		Y		
ID													
IL					Y			Y				Y	
IN													
KS													
KY					Y				Y			Y	
LA													
MA													
MD													
ME													
MI													
MN													
MO					Y				Y		Y		
MS													
MT													
NC													
ND													
NE													
NH							Y				Y		
NJ													
NM													
NV													
NY													
OH													
OK						Y			Y			Y	
OR													
PA													
RI													
SC													
SD													
TN													
TX													
UT													
VA				Y		Y		Y		Y		Y	
VT													
WA													
WI													
WV													
WY													

Part 2.31E In the subject of ***social studies***, at what grade levels do you anticipate students will be assessed in the final assessment plan?

ST	K	1	2	3	4	5	6	7	8	9	10	11	12
AK				Y	Y	Y	Y	Y	Y	Y	Y	Y	
AL													
AR													
AZ													
CA													
CO													
CT													
DE													
FL													
GA													
HI													
IA													
ID													
IL					Y			Y				Y	
IN													
KS													
KY					Y				Y			Y	
LA													
MA													
MD													
ME													
MI													
MN													
MO					Y				Y		Y		
MS													
MT													
NC													
ND													
NE													
NH							Y				Y		
NJ													
NM													
NV													
NY													
OH													
OK													
OR													
PA													
RI													
SC													
SD													
TN													
TX													
UT													
VA				Y		Y		Y		Y		Y	
VT													
WA													
WI													
WV													
WY													

Part 2.31F **In what *"other"* subject areas and at what grade levels do you anticipate students will be assessed in the final assessment plan?**

ST	Subject	K	1	2	3	4	5	6	7	8	9	10	11	12
AK														
AL														
AR														
AZ														
CA														
CO	Geography					Y				Y			Y	
CT	Interdisciplinary											Y		
DE														
FL														
GA														
HI														
IA														
ID														
IL														
IN														
KS														
KY	Fine Arts					Y				Y			Y	
LA														
MA														
MD														
ME														
MI														
MN														
MO														
MS														
MT														
NC														
ND														
NE														
NH														
NJ														
NM														
NV														
NY														
OH														
OK														
OR														
PA														
RI														
SC														
SD														
TN														
TX														
UT														
VA	Technology			Y	Y		Y		Y		Y		Y	
VT														
WA														
WI														
WV														
WY														

Part 2.32 **When is it anticipated that your state's final assessment plans will be finalized, approved and implemented?**

ST	Finalized	Approved	Implemented
AK			
AL	1996	1996	1996
AR			
AZ	March 1996	September 1996	April 1997
CA			
CO			
CT	1996	1996	1996 through 2000
DE	Spring 1996	Spring 1996	Begin implementation in 1997-1998. Fully phased in by 2001
FL			
GA			
HI			
IA	March 1, 1996	May 1, 1996	September 1, 1996
ID			
IL			
IN			
KS	Already finalized	1995	1995-1996
KY	November 6, 1995		
LA		1997-1998	1999-2000
MA			
MD			
ME	1996	1996	1997
MI			
MN	Spring 1996	Fall 1996	Fall 1997
MO	Fiscal year 1996	Fiscal year 1996	Fiscal year 1997
MS	1996	1997	1998
MT			
NC			
ND	Sept. 30, 1999	Sept. 30, 2000	Sept. 30, 2001
NE	Too early to say.		
NH	May 1, 1996		
NJ	Now	Now	1997-1998
NM			
NV			
NY	1998-1999	2000	Varies
OH	April 1996	June 1996	Beginning 1996-1997
OK	1995-96	1995-96	1996-97
OR	February 1996	June 1996	June 1996
PA	1997	1997	1997
RI			
SC			
SD			
TN	1998-1999	1999-2000	2000-2001
TX	Spring 1996		
UT	June 1, 1995	June 30, 1995	Fall 1995
VA	Spring 1996	Spring 1996	Spring 1997
VT			
WA	1999-2000	1999-2000	2000-2001
WI			2000-2001
WV			
WY	1996-1997	1997-1998	2000

Part 2.33A How are you planning to accommodate ***students with IEPs*** in Title I assessments?

ST	Response
AK	
AL	included when appropriate, as in all students taking the statewide tests.
AR	Response not available.
AZ	
CA	
CO	The goal is to include as many as possible. A variety of accommodations are being proposed and examined. Districts will also likely be required to report results for students with modifications (standards and assessments) and those working toward own standards.
CT	Allowing testing modifications to special education students through the IGP. Encouraging participation of special education students in the testing.
DE	Building assessments from ground up that are appropriate for wide range of students. Recommend OERI grant to develop assessment for Special Ed and Special Ed LEP students, and to investigate how to link non-parallel assessments in large scale system.
FL	
GA	
HI	To be determined
IA	Decisions left to local schools/communities with support and resources provided by SEA, AEAs, higher ed., etc.
ID	
IL	All accommodations are acceptable which: 1) are a valid measure of the learning area 2) are consistent with the local procedures used for the student
IN	IEP rules - it must be stated in the students' IEP whether special needs students receive supplimental Title I services. If a students receives Title I services, then the student takes the same assessment for all students. The test must be marked if the student has an IEP. Special needs students and LEP children that receive Title I services, based on the same criteria used to determine educational deprivation and in greatest academic need among all students, follow all the regular evaluation and assessment requirements that would be expected for all students including Title I students.
KS	Same as on regular state assessments
KY	Students with disabilities will fully participate in the kiris assessment -either with the regular test or through alternative portfolios. Less than 2% use alternative portfolios
LA	As currently accomodated
MA	
MD	
ME	Through MEA Procedures for modifications & exclusions. Revised in 1995.
MI	
MN	
MO	
MS	Will apply SEA's Exclusions and Accommodations Policy
MT	
NC	

Part 2.33A How are you planning to accommodate ***students with IEPs*** in Title I assessments?

ST	Response
ND	See g.Bias Review page 10 of the attachment
NE	Too early to say.
NH	modifications
NJ	See description of the S-R-A process earlier (2.25)
NM	
NV	
NY	NYS employs alternative administration conditions to accommodate pupils with disabilities. Nearly all pupils with disabilities will be assessed with measures based upon the high content standards. The high performance standards apply to all children assessed in the State Assessment System.
OH	Schools currently are encouraged to test/assess all students, with accommodations in the assessment format and/or process, in accordance with IEP provisions. [Discussion continues.]
OK	In Oklahoma's statewide assessment program, students who have an Individualized Education Plan or have been identified as Limited English Proficient can choose whether or not to participate in the state testing. IEP students who choose to test may be furnished appropriate accommodations by the LEA. Based on state testing regulations, the district must inform the SEA of such accommodations.
OR	We are reviewing our accommodation procedures.
PA	Same as 1.12 with all accommodations made in instruction
RI	
SC	
SD	Local decision
TN	To be determined
TX	Accomodations are currently being studied, and decisions are still to be made regarding final plan.
UT	
VA	Same as we now do for LPT
VT	
WA	Unknown, to be developed
WI	Yes using same guidelines as the statewide testing.
WV	
WY	We will include students with IEP's--However, we have not formulated our plan yet!

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Part 2.33B How are you planning to accommodate *LEP students* in Title I assessments?

ST	Response
AK	
AL	included when appropriate, as in all students taking the statewide tests.
AR	Supplemental Assistance due to language and educational deprivation in ELA/Math.
AZ	
CA	
CO	The goal is to include as many as possible. A variety of accommodations are being proposed and examined. Districts will also likely be required to report results for students with modifications (standards and assessments) and those working toward own standards.
CT	Exemption allowances for the first three years in a bilingual or ESL program. No plans yet formulated to test in a language after there English.
DE	Building assessments from ground up that are appropriate for wide range of students. Recommend OERI grant to develop assessment for Special Ed and Special Ed LEP students, and to investigate how to link non-parallel assessments in large scale system.
FL	
GA	
HI	To be determined
IA	Decisions left to local schools/communities with support and resources provided by SEA, AEAs, higher ed., etc.
ID	
IL	All accommodations are acceptable which: 1) are a valid measure of the learning area 2) are consistent with the local procedures used for the student
IN	IEP rules - it must be stated in the students' IEP whether special needs students receive supplimental Title I services. If a students receives Title I services, then the student takes the same assessment for all students. The test must be marked if the student has an IEP. Special needs students and LEP children that receive Title I services, based on the same criteria used to determine educational deprivation and in greatest academic need among all students, follow all the regular evaluation and assessment requirements that would be expected for all students including Title I students.
KS	Same as for regular state assessments
KY	On etime exception for students in an english speaking school for less than 2 years. All others are expected to take the regular test.
LA	As currently accomodated
MA	
MD	
ME	Through MEA Procedures for modifications & exclusions. Revised in 1995
MI	
MN	
MO	Include after 2 years
MS	Will apply SEA's Exclusions and Accommodations Policy
MT	
NC	
ND	

Part 2.33B How are you planning to accommodate ***LEP students*** in Title I assessments?

ST	Response
NE	Too early to say.
NH	
NJ	SRA process is available for LEP & perform below levels of proficiency on HSPT-11. It is expensive to maintain 13 different languages. The grade 4 exam is being built to accomodate specialed & disadvantaged students. Current policy question 1.12
NM	
NV	
NY	The majority of pupils whose command of English is below a standard or who have been in the United States for less than 20 months may be given a copy of the on-demand State assessment measure in the native language or an approved alternative measure.
OH	[Discussion of this issue continues.] Currently students may use translation dictionaries and have additional time for the assessment.
OK	In Oklahoma's statewide assessment program, students who have an Individualized Education Plan or have been identified as Limited English Proficient can choose whether or not to participate in the state testing. IEP students who choose to test may be furnished appropriate accommodations by the LEA. Based on state testing regulations, the district must inform the SEA of such accommodations.
OR	We are designing Spanish version tests.
PA	Same as 1.12
RI	
SC	
SD	Local decision
TN	To be determined
TX	Accomodations are currently being studied, and decisions are still to be made regarding final plan.
UT	CRT's being translated at 1 grade level into 1 language to be used on an experimental basis.
VA	Same as we now do for LPT
VT	
WA	Unknow, to be developed
WI	Yes using same guidelines as the statewide testing.
WV	
WY	Same for LEP.

PART 3
PROGRAM COMPONENTS

Part 3.1 Program Components, contact persons, and component purposes.

St Component, purpose(s), and contact(s)

AK Program Component: Norm-Referenced Testing

Purpose(s):

Accountability

Contact(s): Dennis McCrea

Phone: 907-465-8680

AK Program Component: Writing Assessment

Purpose(s):

Program improvement.

Contact(s): Dorothy MacKnight

Phone: 907-465-8681

AL Program Component: Basic Competency Tests

Purpose(s):

To assess students' mastery of content defined as "basic". To provide checkpoints for the High School Basic Skills Exit Examination.

Contact(s): Miriam Byers

Phone: 334-242-8038

AL Program Component: Differential Aptitude Test w/Career Interest

Purpose(s):

To compare individual and group performance to the performance of the norming group. To predict subsequent performance in future educational and career activities. To assess whether students' educational plans, aptitudes and preferences for school subjects are consistent with their occupational interests.

Contact(s): Randall Gull

Phone: 334-242-8038

AL Program Component: High School Basic Skills Exit Exam

Purpose(s):

To determine students' mastery of required minimum skills in reading, mathematics, and language necessary for earning a high school diploma.

Contact(s): Dorothy DeMars

Phone: 334-242-8038

AL Program Component: Math End-of Course Test

Purpose(s):

To assess students' understanding of concepts and skills in Algebra I and Geometry as outlined in the "Alabama Course of Study: Mathematics," thus encouraging consistency of learning in math classes across the state.

Contact(s): Dorothy DeMars

Phone: 334-242-8038

AL Program Component: Norm-Referenced Testing

Purpose(s):

To compare individual and group performance to performance of norming group.

Contact(s): Miriam Byers

Phone: 334-242-8308

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
AL	Program Component: Writing Assessment Purpose(s): To assess the writing performance of students in grades 5 and 7. Narrative, descriptive, and expository modes of discourse are tested in grade 5. Narrative, descriptive, expository, and persuasive modes of discourse are tested in grade 7. Contact(s): Ann Moody Phone: 334-242-8038
AR	Program Component: Norm-Referenced Testing Purpose(s): Act 846-1993-The Legislation requires the Department of Education to continue to test public school Contact(s): Vicki Gray Phone: 501-682-4252
AZ	Program Component: Norm-Referenced Testing Purpose(s): National comparison test of general achievement; Federal Programs. Contact(s): Kelly Powell Phone: 602-542-5031
CA	Program Component: Career-Technical Assessment Program (C-TAP) Purpose(s): To determine a student's readiness to enter workforce in a specific career area or to embark on post-secondary study. To assess generic workplace skills to all secondary students. Contact(s): Susan Reese Phone: 916-657-2532
CA	Program Component: Golden State Exams Purpose(s): 1. Awards program for students 2. Motivate students to take rigorous coursework 3. May be required in some districts Contact(s): Dale Carson or Sue Bennett Phone: 916-657-3011
CT	Program Component: CT Academic Performance Test (CAPT) Purpose(s): Accountability; Feedback on student strengths, weaknesses; Guide instruction, curriculum Contact(s): Peter Behuniak Phone: 203-566-2201
CT	Program Component: CT Mastery Test (CMT) Purpose(s): Accountability; Identication of student achievement; (State goal) Guide instruction and curriculum Contact(s): Peter Behuniak Phone: 203-566-2201

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
DE	Program Component: Interim Assessment Purpose(s): To assess students performance in writing, reading and math Contact(s): Patricia Bigelow Phone: 302-739-2771
FL	Program Component: FL Writing Assessment Program Purpose(s): Provide information about writing achievement of students in grades 4, 8, 10 Contact(s): Mark Heidorn or Lani Dunthorn Phone: 904-488-8198
FL	Program Component: Grade Ten Assessment Test (GTAT) Purpose(s): Measure performance of grade 10 students in reading comprehension and mathematics Contact(s): Mark Heidorn or Virginia Sasser Phone: 904-488-8198
FL	Program Component: High School Competency Test (HSCT) Purpose(s): Required to pass test in order to receive a standard diploma Contact(s): Mark Heidorn or Virginia Sasser Phone: 904-488-8198
GA	Program Component: Curriculum-Based Assessments (CBA) Purpose(s): Accountability at state, system, and local level on implementation of Georgia's Quality Core Curriculum (QCC) Contact(s): Ms. Sandra Baxley Phone: 404-656-2668
GA	Program Component: GA High School Graduation Tests (GHSGT) Purpose(s): Accountability for individual, school, system, and state. Passing the GHSGT is one requirement for receiving a high school diploma. Contact(s): Dr. Angelika Pohl Phone: 404-656-2661
GA	Program Component: GA Kindergarten Assessment Program (GKAP) Purpose(s): One of multiple sources of information used in assessing readiness for developmentally appropriate first grade. Contact(s): Ms. Cathy Dunaway-Smiley Phone: 404-656-2668

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
GA	Program Component: Norm-Referenced Testing Purpose(s): To show the level at which a student, school, or system is performing in comparison to the national average. Contact(s): Ms. Beverly Schrenger Phone: 404-656-2661
GA	Program Component: Writing Assessment Purpose(s): Provide individual, school, and state level data on the status of writing in Georgia. Contact(s): Ms. Sandra Baxley Phone: 404-656-2668
HI	Program Component: Credit by Examination (CbyE) Purpose(s): To provide students with the opportunity to earn course credits by taking a content area examination Contact(s): Selvin Chin-Chance Phone: 808-733-9003
HI	Program Component: Norm-Referenced Testing Purpose(s): To provide individual, class, school, district, and state basic skills achievement data using a nationally normed standardized achievement test. Contact(s): Selvin Chin-Chance Phone: 808-733-9003
HI	Program Component: Test of Essential Competencies (HSTEC) Purpose(s): To provide a means to certify student attainment of 16 Essential Competencies (ECs) by the Board of Education. Students must also meet other course and credit requirements. The ECs cover basic and functional life skills. Contact(s): Selvin Chin-Chance Phone: 808-733-9003
ID	Program Component: Norm-Referenced Testing Purpose(s): To appraise student progress toward the achievement of widely accepted curriculum goals in content areas. Contact(s): Sally Tiel Phone: 208-334-2113
ID	Program Component: Writing Assessment Purpose(s): To the assess the writing abilities of students in Idaho Contact(s): Sally Tiel or Lynette Hill Phone: 208-334-2113

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
IL	Program Component: IL Goal Assessment Program (IGAP) Purpose(s): All students at specified grade levels for school accountability Contact(s): Dennis Goedecke Phone: 217-782-4823
IN	Program Component: Statewide Assessment Purpose(s): Accountability; Diagnosis; Remediation/Retention; Policy Making; Educational "Health" Contact(s): Dr. Rick Peters Phone: 317-232-9050
KS	Program Component: KS Assessment Program Purpose(s): To assess math achievement, with reference to the state standards, reading comprehension, science, social studies and writing for accountability and instructional improvement. Contact(s): Kim Gattis (Math), Kim Young (Reading), Greg Schell (Science), Mel Riggs (Writing) Phone: 913-296-3851
KY	Program Component: Open Response Questions Purpose(s): Allows students to respond individually to questions to determine what they know and if they can apply it. Contact(s): Dr. Betty Edwards Phone: 502-564-2106
KY	Program Component: Performance events Purpose(s): Requires students to work in groups to develop a product or answer a question. Contact(s): Dr. Betty Edwards Phone: 502-564-2106
KY	Program Component: Portfolio Assessment Purpose(s): To assess math and writing skills. Contact(s): C. Scott Trimble Phone: 502-564-4394
LA	Program Component: Kindergarten Develop. Readiness Screen. Prog. Purpose(s): Screening data on all children entering kindergarten Contact(s): Jimmie Steptoe Phone: 504-342-3752

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
LA	Program Component: LA Educational Assessment Program (LEAP) Purpose(s): Evaluate grade appropriate state curricular skills, consideration in grade promotion decision, and student eligibility for state funded remediation. Contact(s): Claudia Davis Phone: 504-342-6310
LA	Program Component: LA Graduation Exit Examination Purpose(s): Evaluate certification for high school diploma, improvement of instruction and accountability, grade appropriate state curricular skills, and student eligibility for remedial instruction. Contact(s): Jimmie Steptoe Phone: 504-342-3752
LA	Program Component: Norm-Referenced Testing Purpose(s): Provide national comparison, school accountability, program evaluation, and individual student diagnostic information. Contact(s): Jimmie Steptoe Phone: 504-342-3752
MD	Program Component: MD Functional Testing Program Purpose(s): Qualify for high school diploma. The systems decide the appropriate grade level for the first administration. Furthermore, the numbers reported account for the students who take the paper and pencil versions of the test only, not the computer adaptive version. Contact(s): Steve Ferrara Phone: 410-767-0080
MD	Program Component: MD School Perf. Assessment Program (MSPAP) Purpose(s): School accountability and improvement. Contact(s): Steve Ferrara Phone: 410-767-0080
MD	Program Component: Norm-Referenced Testing Purpose(s): State and district reporting for grades 3, 5, and 8 Contact(s): Steve Ferrara Phone: 410-767-0080
ME	Program Component: State Tests Purpose(s): Program Evaluation Contact(s): Dr. Horace P. Maxcy Jr. Phone: 207-287-5996

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
MI	Program Component: Employability Skills Portfolio Purpose(s): To help students recognize what is needed for work, develop and document skills with unique evidence, over eighth through twelvth grade. State assesses sample at 11th grade. May also be assessed at any time by local or intermediate agencies. Contact(s): Catherine Smith Phone: 517-373-8393
MI	Program Component: MI Educational Assessment Program (MEAP) Purpose(s): To assess student achievement in math, reading, and science. High school students may obtain an endorsed diploma in each subject area after being assessed. Contact(s): Christine Scham (Math), Dr. Pat Buczynski (Science), Peggy Dutcher (Reading) Phone: 517-373-8393
MN	Program Component: Essential Learner Outcomes Purpose(s): Monitor achievement of curriculum Contact(s): Being phased out Phone: 612-282-6279
MO	Program Component: MO Mastery and Achievement Test (MMAT) Purpose(s): Report Mastery and use as accountability measure Contact(s): Jim Friedebach or Greg Stuewe-Portnoff Phone: 314-751-1395
MO	Program Component: Writing Assessment Purpose(s): Improve instruction of writing in the state of Missouri. Contact(s): Lolanda Allison or Charlotte O'Brien Phone: 314-751-3545
MS	Program Component: Functional Literacy Examination (FLE) Purpose(s): To ensure minimum competencies in reading, mathematics, and written communication as a prerequisite for high school graduation Contact(s): Gloria Beal Phone: 601-359-3052
MS	Program Component: Norm-Referenced Testing Purpose(s): To assess students statewide in grades 4 through 9 with selected and constructed-response items for instructional improvement and accountability. Contact(s): Paula Tharp Phone: 601-359-3052

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
MS	Program Component: Subject Area Testing Program (SATP) Purpose(s): To evaluate the instructional program and advance classroom instruction toward higher level thinking and the development of problem solving skills Contact(s): Amy Larson Phone: 601-359-3052
MT	Program Component: Student Assessment Requirement Purpose(s): State Board of Public Education established rules, OPI compiles and reports the summarized data. Contact(s): Dori Nielson Phone: 406-444-3656
NC	Program Component: Competency Testing Purpose(s): High school graduation requirement. Contact(s): Mildred Baldridge Phone: 919-715-1207
NC	Program Component: NC Testing Program Purpose(s): Accountability Contact(s): Mildred Bazemore Phone: 919-715-1207
NC	Program Component: Norm-Referenced Testing Purpose(s): National Comparisons Contact(s): Chris Averett Phone: 919-715-1207
ND	Program Component: Achievement and Ability Testing Purpose(s): 1. Statewide achievement of students 2. To help schools identify some strengths and weaknesses of their curriculum 3. To help schools meet accreditation standards 4. To help assess student achievement of parts of the curriculum frameworks Contact(s): Gaylynn L. Becker Phone: 701-328-2755
NH	Program Component: NH Ed. Improvement and Assessment Program Purpose(s): Educational Improvement Contact(s): William B. Ewert Phone: 603-271-2298

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
NJ	Program Component: Grade 11 High School Proficiency Test Purpose(s): Graduation testing requirement for those entering high school September 1991 and thereafter. Contact(s): Calla Smorodin Phone: 609-292-8736
NJ	Program Component: Grade 8 Early Warning Test Purpose(s): Identify students in need of remediation in skill areas assessed by grade 11 HSPT. Contact(s): Wendy Roberts Phone: 609-777-3672
NM	Program Component: High School Competency Examination Purpose(s): Accountability; graduation with diploma Contact(s): Assessment and Evaluation Phone: 505-827-6524
NM	Program Component: Norm-Referenced Testing Purpose(s): Accountability Contact(s): Assessment and Evaluation Phone: 505-827-6524
NM	Program Component: Reading Assessment for Grades 1 and 2 Purpose(s): School and district accountability Contact(s): Assessment and Evaluation Phone: 505-827-6524
NM	Program Compcnent: Writing Assessment Purpose(s): Accountability, instructional tool. Direct writing is used in grades 4 and 6 for all students; in grade 8 portfolio writing is used and is optional. Contact(s): Assessment and Evaluation Phone: 505-827-6524
NV	Program Component: High School Proficiency Examination Program Purpose(s): Requirement to earn a standard high school diploma. Assessed in reading math, and writing. Contact(s): Dr. Thomas W. Klein Phone: 702-687-3913

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
NV	Program Component: Norm-Referenced Testing Purpose(s): To assess students' progress in basic skills. Contact(s): Dr. Thomas W. Klein Phone: 702-687-3913
NV	Program Component: Writing Proficiency Examination-Grade 8 Purpose(s): To assess students' progress in basic skills. Contact(s): Dr. Thomas W. Klein Phone: 702-687-3913
NY	Program Component: Occupational Education Proficiency Examinations Purpose(s): Establish and maintain standards in occupational education; demonstration of competencies required for high school diploma by occupational education majors; marking and grading. Contact(s): David R. Bower Phone: 518-474-5902
NY	Program Component: Preliminary Competency Tests Purpose(s): Identification of pupils needing remediation. Contact(s): David R. Bower Phone: 518-474-5902
NY	Program Component: Program Evaluation Tests Purpose(s): School Assessment Contact(s): David R. Bower Phone: 517-474-5902
NY	Program Component: Pupil Evaluation Program Tests Purpose(s): Identification of pupils needing remediation; school assessment. Contact(s): David R. Bower Phone: 517-474-5902
NY	Program Component: Regents Competency Tests Purpose(s): Demonstration of competencies required for local high school diploma. Contact(s): David R. Bower Phone: 518-474-5902

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
NY	Program Component: Regents Examination Programs Purpose(s): Making and grading; eligibility for Regents diploma; demonstration of competencies required for local diploma. This component has been used to assess students for many years and the assessments are updated every time changes are made in the specific curriculum the test is assessing. Contact(s): David R. Bower Phone: 518-474-5902
OH	Program Component: Fourth-Grade Proficiency Testing Purpose(s): Improvement of curriculum, instruction; and student intervention Contact(s): Janet Crandell Phone: 614-466-0223
OH	Program Component: Ninth-Grade Proficiency Testing Purpose(s): Graduation requirement. Contact(s): Janet Crandell Phone: 614-466-0223
OH	Program Component: Norm-Referenced Testing Purpose(s): Accountability Contact(s): Janet Crandall Phone: 614-466-0223
OH	Program Component: Twelfth-Grade Proficiency Testing Purpose(s): Program improvement, student recognition Contact(s): Janet Crandell Phone: 614-466-0223
OK	Program Component: Norm Referenced Testing Purpose(s): To achieve a measure of student's academic achievement Contact(s): Frank Raia Phone: 405-521-3341
OK	Program Component: OK Core Curriculum Tests Purpose(s): To measure student attainment of Statewide Core Curriculum Skills (known as Priority Academic Student Skills) and determine this attainment in relation to Satisfactory Performance Standards. Contact(s): Frank Raia Phone: 405-521-3341

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
OR	Program Component: Reading and Mathematics Assessment Purpose(s): Program evaluation, school improvement, public accountability in reading and mathematics. Contact(s): Barbara Wolfe Phone: 503-378-8004
OR	Program Component: Writing Assessment Purpose(s): Program evaluation, school improvement, and accountability. Contact(s): Barbara Wolfe Phone: 503-378-8004
PA	Program Component: Reading and Mathematics Assessment Purpose(s): This school program assessment provides data to schools and districts for planning and school improvement. Contact(s): James Hertzog Phone: 717-787-4234
PA	Program Component: Writing Assessment Purpose(s): This school program assessment provides data to schools and districts for planning and school improvement. Contact(s): James Hertzog Phone: 717-787-4234
RI	Program Component: Norm-Referenced Testing Purpose(s): Instructional Improvement and accountability Contact(s): Dr. James Karon Phone: 401-277-3126
RI	Program Component: Writing Assessment Purpose(s): Instructional improvement and accountability Contact(s): Thomas Izzo Phone: 401-277-3126
SC	Program Component: Basic Skills Assessment Program Purpose(s): Kindergarten and grade 1 readiness, student diagnosis and placement, student promotion, high school graduation, improvement of instruction and curriculum, program evaluation, school performance reporting, school accountability, school awards or recognition, impaired district identification Contact(s): Dr. Vana Dabney Phone: 803-734-8285

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
SC	Program Component: Norm-Referenced Testing Purpose(s): Student diagnosis and placement, student promotion, improvement of instruction and curriculum, program evaluation, school performance reporting, accountability, school awards or recognition, impaired district identification. Contact(s): Elizabeth Jones Phone: 803-734-8266
SD	Program Component: Achievement and Ability Testing Purpose(s): Gives schools an opportunity to compare themselves to the state average. Contact(s): Gary Skoglund Phone: 605-773-5229
SD	Program Component: Career Assessment Program Purpose(s): Career Interest and Aptitude Assessment Contact(s): Ken Kompelien Phone: 605-224-6287
TN	Program Component: Competency Testing Purpose(s): Graduation Contact(s): Fretta Bunch, Ed.D. Phone: 423-974-5385
TN	Program Component: Criterion-Referenced Testing Purpose(s): Diagnostic use, accountability. Contact(s): Fretta Bunch, Ed.D. Phone: -
TN	Program Component: Norm-Referenced Testing Purpose(s): Longitudinal growth, diagnostic use, accountability. Contact(s): Fretta Bunch, Ed.D. Phone: 423-974-5385
TN	Program Component: Writing Assessment Purpose(s): Diagnostic use. Contact(s): Fretta Bunch, Ed.D. Phone: 423-974-5385

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
TX	Program Component: TX Assessment of Academic Skills (TAAS) Purpose(s): Institutional Accountability Contact(s): Keith Cruse Phone: 512-463-9536
UT	Program Component: Core Curriculum Testing (CRT) Purpose(s): Improve instruction. (At grades 1-6, students are tested each spring. In grades 7-12, exams are administered at end of relevant course). Contact(s): David E. Nelson Phone: 801-538-7810
UT	Program Component: Core Curriculum Testing (Perf. Assessment) Purpose(s): Improve instruction. Legislation requires the core curriculum be assessed in grades 1-12. USOE makes available performance assessments to elementary schools. Most schools use these but these are not exact counts. Contact(s): David E. Nelson Phone: 801-538-7810
UT	Program Component: Norm-Referenced Testing Purpose(s): Public Accounting; Accountability Contact(s): David E. Nelson Phone: 801-538-7810
VA	Program Component: Literacy Passport Test (LPT) Purpose(s): To assure readiness for high school and the integrity of the high school diploma Contact(s): Shelley Loving-Ryder Phone: 804-225-2102
VA	Program Component: Norm-Referenced Testing (VSAP) Purpose(s): Aid teachers and other school personnel to identify general academic areas. Compare academic achievement of Virginia's students to that of students across the nation. Contact(s): Cameron Harris Phone: 804-225-2102
VT	Program Component: Portfolio Assessment Purpose(s): Support instructional improvement and monitor student performance against benchmarks. Contact(s): Sue Rigney Phone: 802-828-3353

Part 3.1 Program Components, contact persons, and component purposes.

St	Component, purpose(s), and contact(s)
VT	Program Component: Uniform Assessment Purpose(s): Monitor portfolio scoring provide school level comparative data Contact(s): Sue Rigney Phone: 802-828-3353
WA	Program Component: Basic Assessment Program Purpose(s): Student reporting and school accountability Contact(s): Duncan MacQuarrie Phone: 360-753-3449
WI	Program Component: Knowledge & Concepts Component of the WSAS Purpose(s): Knowledge and skills component of the "Wisconsin Student Assessment System" which together with performance and portfolio components is proposed to lead into 10th grade gateway tests. Contact(s): Rajah Farah, Education Program Specialist Phone: 608-267-9283
WI	Program Component: Third Grade Reading Test (TGRT) Purpose(s): Measures reading performance of all third grade students in Wisconsin. The test: identifies the reading level of individual students with respect to a statewide performance standard; provides districts with information that will help them evaluate the effectiveness of their primary reading programs; and allows school districts to compare the performance of their students with a state performance level. Contact(s): Vicki Fredrick, Education Program Specialist Phone: 608-267-7268
WV	Program Component: Norm-Referenced Testing Purpose(s): Assess instructional program. Contact(s): Karen Nicholson Phone: 304-558-2651
WV	Program Component: WV-STEP Purpose(s): Assess instructional program. Contact(s): Karen Nicholson Phone: 304-558-2651
WV	Program Component: Writing Assessment Purpose(s): Assess instructional program. Contact(s): Karen Nicholson Phone: 304-558-2651

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
AK	Norm-Referenced Testing	Language Arts					9,000		8,500		8,500				
AK	Norm-Referenced Testing	Math					9,000		8,500		8,500				
AK	Norm-Referenced Testing	Reading					9,000		8,500		8,500				
AK	Writing Assessment	Writing						1,000					1,500		
AL	Basic Competency Tests	Language Arts										51,345			
AL	Basic Competency Tests	Math										51,345			
AL	Basic Competency Tests	Reading										51,345			
AL	Differential Aptitude Test w/Career Interest	Aptitudes									51,000				
AL	High School Basic Skills Exit Exam	Language Arts												42,000	42,000
AL	High School Basic Skills Exit Exam	Math												42,000	42,000
AL	High School Basic Skills Exit Exam	Reading												42,000	42,000
AL	Math End-of Course Test	Geometry								30,000					
AL	Math End-of Course Test	Algebra I								35,368					
AL	Norm-Referenced Testing	Language Arts				53,539	52,173	51,193	51,193	51,193	48,125	51,193	51,193	51,193	
AL	Norm-Referenced Testing	Math				53,539	52,173	51,193	51,193	51,193	48,125	51,193	51,193	51,193	
AL	Norm-Referenced Testing	Reading				53,539	52,173	51,193	51,193	51,193	48,125	51,193	51,193	51,193	
AL	Norm-Referenced Testing	Science				53,539	52,173	51,193	51,193	51,193	48,125	51,193	51,193	51,193	
AL	Norm-Referenced Testing	Social Studies				53,539	52,173	51,193	51,193	51,193	48,125	51,193	51,193	51,193	
AL	Writing Assessment	Writing						54,260		54,000					
AR	Norm-Referenced Testing	Language Arts					25,045			31,961			28,207		
AR	Norm-Referenced Testing	Social Science					28,179			32,033			28,263		
AR	Norm-Referenced Testing	Science					28,193			32,044			28,278		
AR	Norm-Referenced Testing	Math					28,224			32,030			28,301		
AR	Norm-Referenced Testing	Reading					28,307			32,105			28,312		
AZ	Norm-Referenced Testing	Language Arts					52,155			52,197					
AZ	Norm-Referenced Testing	Math					52,809			52,396			42,132		
AZ	Norm-Referenced Testing	Reading					53,085			52,879			42,129		

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Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
CA	Career-Technical Assessment Program (C-TAP	Industrial and Technology													1,500
CA	Career-Technical Assessment Program (C-TAP	Health Careers													2,000
CA	Career-Technical Assessment Program (C-TAP	Business Education													2,300
CA	Career-Technical Assessment Program (C-TAP	Home Economics													2,500
CA	Career-Technical Assessment Program (C-TAP	Agriculture													3,300
CA	Golden State Exams	Economics													44,000
CA	Golden State Exams	Chemistry												40,000	
CA	Golden State Exams	U.S. History											59,000		
CA	Golden State Exams	Biology											69,000		
CA	Golden State Exams	Geometry											85,000		
CA	Golden State Exams	Algebra										130,000			
CT	CT Academic Performance Test (CAPT)	Language Arts											28,009		
CT	CT Academic Performance Test (CAPT)	Interdisciplinary											28,035		
CT	CT Academic Performance Test (CAPT)	Math											28,235		
CT	CT Academic Performance Test (CAPT)	Science											28,269		
CT	CT Mastery Test (CMT)	Writing					36,100		34,639		32,670				
CT	CT Mastery Test (CMT)	Language Arts					36,548		34,798		32,692				
CT	CT Mastery Test (CMT)	Reading					36,873		34,935		32,916				
CT	CT Mastery Test (CMT)	Math					37,059		34,813		32,578				
DE	Interim Assessment	Math				7,978		7,840			7,990		6,535		
DE	Interim Assessment	Reading				7,978		7,840			7,990		6,535		
DE	Interim Assessment	Writing				7,978		7,840			7,990		6,535		
FL	FL Writing Assessment Program	Writing					144,500				125,400		105,700		
FL	Grade Ten Assessment Test (GTAT)	Math											102,670		
FL	Grade Ten Assessment Test (GTAT)	Reading											102,670		
FL	High School Competency Test (HSCT)	Math												100,000	
FL	High School Competency Test (HSCT)	Reading												100,000	
FL	High School Competency Test (HSCT)	Writing												100,000	

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
GA	Curriculum-Based Assessments (CBA)	Health									90,000				
GA	Curriculum-Based Assessments (CBA)	Language Arts				93,000		95,000			90,000				
GA	Curriculum-Based Assessments (CBA)	Math				93,000		95,000			90,000				
GA	Curriculum-Based Assessments (CBA)	Science				93,000		95,000			90,000				
GA	Curriculum-Based Assessments (CBA)	Social Studies				93,000		95,000			90,000				
GA	GA High School Graduation Tests (GHSGT)	Language Arts												69,500	
GA	GA High School Graduation Tests (GHSGT)	Math												69,500	
GA	GA High School Graduation Tests (GHSGT)	Science												69,500	
GA	GA High School Graduation Tests (GHSGT)	Social Studies												69,500	
GA	GA High School Graduation Tests (GHSGT)	Writing												69,500	
GA	GA Kindergarten Assessment Program (GKAP)	Communication	103,000												
GA	GA Kindergarten Assessment Program (GKAP)	Logical/Math	103,000												
GA	GA Kindergarten Assessment Program (GKAP)	Personal/Physical	103,000												
GA	GA Kindergarten Assessment Program (GKAP)	Social	103,000												
GA	Norm-Referenced Testing	Language Arts												5,000	
GA	Norm-Referenced Testing	Science												5,000	
GA	Norm-Referenced Testing	Social Studies												5,000	
GA	Norm-Referenced Testing	Reading				93,000		95,000			90,000				
GA	Norm-Referenced Testing	Math				93,000		95,000			90,000			5,000	
GA	Writing Assessment	Writing				93,000		95,000			90,000				
HI	Credit by Examination (CbyE)	Foreign Languages									232				
HI	Credit by Examination (CbyE)	Algebra									913				
HI	Norm-Referenced Testing	Language Arts				13,500			13,500		12,500		12,500		
HI	Norm-Referenced Testing	Math				13,500			13,500		12,500		12,500		
HI	Norm-Referenced Testing	Reading				13,500			13,500		12,500		12,500		
HI	Test of Essential Competencies (HSTEC)	Essential Competencies											13,000	4,000	2,500
ID	Norm-Referenced Testing	Language Arts					17,755				18,843			15,390	
ID	Norm-Referenced Testing	Mathematics					17,755				18,843			15,390	
ID	Norm-Referenced Testing	Reading					17,755				18,843			15,390	
ID	Writing Assessment	Writing					14,401				18,224			15,267	

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
IL	IL Goal Assessment Program (IGAP)	Science					122,000			117,000				103,000	
IL	IL Goal Assessment Program (IGAP)	Social Studies					122,000			117,000				103,000	
IL	IL Goal Assessment Program (IGAP)	Math				125,000			125,000		115,000		115,000		
IL	IL Goal Assessment Program (IGAP)	Reading				125,000			125,000		115,000		115,000		
IL	IL Goal Assessment Program (IGAP)	Writing				125,000			125,000		115,000		115,000		
IN	Statewide Assessment	Science				68,000			67,800		64,000				
IN	Statewide Assessment	Social Studies				68,000			67,800		64,000				
IN	Statewide Assessment	Language Arts			67,500	68,000			67,800		64,000	63,000			
IN	Statewide Assessment	Math			67,500	68,000			67,800		64,000	63,000			
KS	KS Assessment Program	Social Studies						33,550			32,842			25,447	
KS	KS Assessment Program	Science						34,146			34,076			26,767	
KS	KS Assessment Program	Math					31,830			32,846			27,911		
KS	KS Assessment Program	Reading				33,204				33,292			28,480		
KY	Open Response Questions	Arts & Humanities					50,124				51,975			42,095	
KY	Open Response Questions	Math					50,124				51,975			42,095	
KY	Open Response Questions	Prac. Liv./Voc. Stud.					50,124				51,975			42,095	
KY	Open Response Questions	Reading					50,124				51,975			42,095	
KY	Open Response Questions	Science					50,124				51,975			42,095	
KY	Open Response Questions	Social Studies					50,124				51,975			42,095	
KY	Performance events	Arts & Humanities					50,124				51,975			42,095	
KY	Performance events	Math					50,124				51,975			42,095	
KY	Performance events	Prac. Living/Voc. Stud.					50,124				51,975			42,095	
KY	Performance events	Science					50,124				51,975			42,095	
KY	Performance events	Social Studies					50,124				51,975			42,095	
KY	Portfolio Assessment	Writing						50,000			51,975				38,639
KY	Portfolio Assessment	Math					50,124				51,975			42,095	
LA	Kindergarten Develop. Readiness Screen. Prog.	Developmental Areas	54,500												
LA	LA Educational Assessment Program (LEAP)	Language Arts				60,000		58,000		57,500					
LA	LA Educational Assessment Program (LEAP)	Math				60,500		58,000		58,000					

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
LA	LA Graduation Exit Examination	Science												38,500	
LA	LA Graduation Exit Examination	Social Studies												38,500	
LA	LA Graduation Exit Examination	Writing											44,500	43,000	
LA	LA Graduation Exit Examination	Language Arts											45,500		
LA	LA Graduation Exit Examination	Math											45,500	43,500	
LA	Norm-Referenced Testing	Language Arts					53,500		51,500						
LA	Norm-Referenced Testing	Math					53,500		51,500						
LA	Norm-Referenced Testing	Reading					53,500		51,500						
LA	Norm-Referenced Testing	Science					53,500		51,500						
LA	Norm-Referenced Testing	Social Studies					53,500		51,500						
MD	MD Functional Testing Program	Citizenship									1,351	24,922	19,051	3,896	1,807
MD	MD Functional Testing Program	Writing								20,760	14,213	42,334	6,720	2,724	1,436
MD	MD Functional Testing Program	Math								22,538	18,128	28,082	7,989	3,812	1,763
MD	MD Functional Testing Program	Reading								41,888	7,248	23,399	2,874	1,619	812
MD	MD School Perf. Assessment Program (MSPA	Reading				54,273		53,385			50,509				
MD	MD School Perf. Assessment Program (MSPA	Language Arts				55,969		55,259			51,281				
MD	MD School Perf. Assessment Program (MSPA	Math				56,239		55,065			49,822				
MD	MD School Perf. Assessment Program (MSPA	Science				56,870		56,349			51,748				
MD	MD School Perf. Assessment Program (MSPA	Social Studies				57,136		56,173			51,706				
MD	MD School Perf. Assessment Program (MSPA	Writing				57,162		56,160			51,168				
MD	Norm-Referenced Testing	Reading				59,233		59,033			55,456				
MD	Norm-Referenced Testing	Math				59,312		58,832			54,589				
MD	Norm-Referenced Testing	Language Arts				60,374		59,782			55,020				
ME	State Tests	Reading					16,893								
ME	State Tests	Writing					16,893							13,256	
ME	State Tests	Health					16,893				15,693				
ME	State Tests	Humanities					16,893				15,693			13,256	
ME	State Tests	Math					16,893				15,693			13,256	
ME	State Tests	Science					16,893				15,693			13,256	
ME	State Tests	Social Studies					16,893				15,693			13,256	
MI	Employability Skills Porfolio	Employability Skills												1,100	

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
MI	MI Educational Assessment Program (MEAP)	Science						114,812			112,749			92,271	
MI	MI Educational Assessment Program (MEAP)	Reading					117,193			114,974			102,608		
MI	MI Educational Assessment Program (MEAP)	Math					117,333			115,086			107,721		
MN	Essential Learner Outcomes	Writing							6,100			5,700		5,300	
MN	Essential Learner Outcomes	Social Studies							8,000			7,300		6,300	
MN	Essential Learner Outcomes	English Conventions							9,000						
MN	Essential Learner Outcomes	Reading							10,000			9,100		8,700	
MN	Essential Learner Outcomes	Science							10,000			9,500		7,700	
MN	Essential Learner Outcomes	Visual Arts						4,100			3,700			3,100	
MN	Essential Learner Outcomes	Math						9,500			6,600			5,000	
MN	Essential Learner Outcomes	Music					4,700				4,700			3,300	
MN	Essential Learner Outcomes	Health					7,200				6,600			5,000	
MO	MO Mastery and Achievement Test (MMAT)	Language Arts				6,000			6,000		6,000		6,000		
MO	MO Mastery and Achievement Test (MMAT)	Math				6,000			6,000		6,000		6,000		
MO	MO Mastery and Achievement Test (MMAT)	Science				6,000			6,000		6,000		6,000		
MO	MO Mastery and Achievement Test (MMAT)	Social Studies				6,000			6,000		6,000		6,000		
MO	Writing Assessment	Writing						6,000			6,000			6,000	
MS	Functional Literacy Examination (FLE)	Math												30,000	
MS	Functional Literacy Examination (FLE)	Reading												30,000	
MS	Functional Literacy Examination (FLE)	Written Communication												30,000	
MS	Norm-Referenced Testing	Language Arts					38,000	40,000	39,000	40,000	35,000	40,000			
MS	Norm-Referenced Testing	Math					38,000	40,000	39,000	40,000	35,000	40,000			
MS	Norm-Referenced Testing	Reading					38,000	40,000	39,000	40,000	35,000	40,000			
MS	Subject Area Testing Program (SATP)	Algebra I										31,002			
MT	Student Assessment Requirement	Language Arts					13,000				12,800			11,100	
MT	Student Assessment Requirement	Math					13,000				12,800			11,100	
MT	Student Assessment Requirement	Reading					13,000				12,800			11,100	
MT	Student Assessment Requirement	Science					13,000				12,800			11,100	
MT	Student Assessment Requirement	Social Studies					13,000				12,800			11,100	

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
NC	Competency Testing	Math											75,000		
NC	Competency Testing	Reading											75,000		
NC	NC Testing Program	Algebra II												75,000	
NC	NC Testing Program	Chemistry												75,000	
NC	NC Testing Program	Physics												75,000	
NC	NC Testing Program	US History												75,000	
NC	NC Testing Program	Biology											75,000		
NC	NC Testing Program	English II											75,000		
NC	NC Testing Program	Geometry											75,000		
NC	NC Testing Program	Economics										85,000			
NC	NC Testing Program	English I										85,000			
NC	NC Testing Program	Physical Sciences										85,000			
NC	NC Testing Program	Algebra I									10,000	65,000	10,500		
NC	NC Testing Program	Writing					85,000			85,000					
NC	NC Testing Program	Math				85,000	85,000	85,000	85,000	85,000	85,000				
NC	NC Testing Program	Reading				85,000	85,000	85,000	85,000	85,000	85,000				
NC	NC Testing Program	Social Studies				85,000	85,000	85,000	85,000	85,000	85,000				
NC	Norm-Referenced Testing	Language						2,500			2,500				
NC	Norm-Referenced Testing	Math						2,500			2,500				
NC	Norm-Referenced Testing	Reading						2,500			2,500				
ND	Achievement and Ability Testing	Language Arts				9,500			10,000		9,500			8,000	
ND	Achievement and Ability Testing	Math				9,500			10,000		9,500			8,000	
ND	Achievement and Ability Testing	Reading				9,500			10,000		9,500			8,000	
ND	Achievement and Ability Testing	Science				9,500			10,000		9,500			8,000	
ND	Achievement and Ability Testing	Social Studies				9,500			10,000		9,500			8,000	
NH	NH Ed. Improvement and Assessment Program	Language Arts				15,315									
NH	NH Ed. Improvement and Assessment Program	Math				15,650									
NH	NH Ed. Improvement and Assessment Program	Writing				15,650									
NJ	Grade 11 High School Proficiency Test	Math												65,000	15,000
NJ	Grade 11 High School Proficiency Test	Reading												65,000	15,000
NJ	Grade 11 High School Proficiency Test	Writing												65,000	15,000

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
NJ	Grade 8 Early Warning Test	Math									80,000				
NJ	Grade 8 Early Warning Test	Reading									80,000				
NJ	Grade 8 Early Warning Test	Writing									80,000				
NM	High School Competency Examination	Language Arts											22,000		
NM	High School Competency Examination	Math											22,000		
NM	High School Competency Examination	Reading											22,000		
NM	High School Competency Examination	Science											22,000		
NM	High School Competency Examination	Social Studies											22,000		
NM	High School Competency Examination	Writing											22,000		
NM	Norm-Referenced Testing	Math				23,634		23,437			20,868				
NM	Norm-Referenced Testing	Reading				23,634		23,437			20,868				
NM	Norm-Referenced Testing	Spelling				23,634		23,437			20,868				
NM	Norm-Referenced Testing	Vocabulary				23,634		23,437			20,868				
NM	Reading Assessment for Grades 1 and 2	Reading		25,000	25,000										
NM	Writing Assessment	Writing					23,500		23,500		10,000				
NV	High School Proficiency Examination Program	Writing												11,500	2,000
NV	High School Proficiency Examination Program	Math												11,500	2,500
NV	High School Proficiency Examination Program	Reading												11,500	2,500
NV	Norm-Referenced Testing	Language Arts					16,500								
NV	Norm-Referenced Testing	Math					16,500				15,000				
NV	Norm-Referenced Testing	Reading					16,500				15,000				
NV	Writing Proficiency Examination-Grade 8	Writing									15,000				
NY	Occupational Education Proficiency Examinati	Bus Analysis/Bus Comp												15,000	
NY	Occupational Education Proficiency Examinati	Health Occupations											2,000		
NY	Occupational Education Proficiency Examinati	Technology											12,000		
NY	Occupational Education Proficiency Examinati	Home Economics											19,000		
NY	Occupational Education Proficiency Examinati	Intro to Occupations										64,000			
NY	Preliminary Competency Tests	Writing									174,000	17,000			
NY	Preliminary Competency Tests	Reading									177,000	17,000			

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
NY	Program Evaluation Tests	Social Studies							194,000		180,000				
NY	Program Evaluation Tests	Science					205,000								
NY	Pupil Evaluation Program Tests	Writing						205,000							
NY	Pupil Evaluation Program Tests	Reading				215,000			203,000						
NY	Pupil Evaluation Program Tests	Math				217,000			204,000						
NY	Regents Competency Tests	Reading												88,000	
NY	Regents Competency Tests	Writing												100,000	
NY	Regents Competency Tests	Social Studies											123,000	88,000	
NY	Regents Competency Tests	Science										149,000			
NY	Regents Competency Tests	Math										162,000			
NY	Regents Examination Programs	Foreign Languages												101,000	
NY	Regents Examination Programs	English												126,000	
NY	Regents Examination Programs	Social Studies											131,000	115,000	
NY	Regents Examination Programs	Science										79,000	119,000	81,000	40,000
NY	Regents Examination Programs	Math										157,000	123,000	85,000	
OH	Fourth-Grade Proficiency Testing	Citizenship					128,000								
OH	Fourth-Grade Proficiency Testing	Math					128,000								
OH	Fourth-Grade Proficiency Testing	Reading					128,000								
OH	Fourth-Grade Proficiency Testing	Writing					128,000								
OH	Ninth-Grade Proficiency Testing	Citizenship									99,000	127,000			
OH	Ninth-Grade Proficiency Testing	Math									99,000	127,000			
OH	Ninth-Grade Proficiency Testing	Reading									99,000	127,000			
OH	Ninth-Grade Proficiency Testing	Writing									99,000	127,000			
OH	Norm-Referenced Testing	Language Arts							126,000		35,000				
OH	Norm-Referenced Testing	Math							126,000		35,000				
OH	Norm-Referenced Testing	Reading							126,000		35,000				
OH	Twelfth-Grade Proficiency Testing	Citizenship													92,000
OH	Twelfth-Grade Proficiency Testing	Math													92,000
OH	Twelfth-Grade Proficiency Testing	Reading													92,000
OH	Twelfth-Grade Proficiency Testing	Writing													92,000

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
OK	Norm Referenced Testing	Math				41,691				43,601					
OK	Norm Referenced Testing	Language Arts				41,765				43,566					
OK	Norm Referenced Testing	Science				41,789				43,777					
OK	Norm Referenced Testing	Social Studies				41,807				43,766					
OK	Norm Referenced Testing	Reading				41,836				43,797					
OK	OK Core Curriculum Tests	Reading									42,643				
OK	OK Core Curriculum Tests	Writing									42,822				
OK	OK Core Curriculum Tests	Science						43,053			42,896			32,356	
OK	OK Core Curriculum Tests	Math						43,080			42,919			32,381	
OR	Reading and Mathematics Assessment	Math				38,000		39,000			37,000			28,000	
OR	Reading and Mathematics Assessment	Reading				38,000		39,000			37,000			28,000	
OR	Writing Assessment	Writing				38,000					37,000				
PA	Reading and Mathematics Assessment	Math						130,000			130,000			110,000	
PA	Reading and Mathematics Assessment	Reading						130,000			130,000			110,000	
PA	Writing Assessment	Writing							75,000			70,000			
RI	Norm-Referenced Testing	Math					10,000				10,000		10,000		
RI	Norm-Referenced Testing	Reading					10,000				10,000		10,000		
RI	Writing Assessment	Writing					10,000				10,000				
SC	Basic Skills Assessment Program	Writing							47,863		47,437		38,833		
SC	Basic Skills Assessment Program	Science				46,791			47,857		47,252				
SC	Basic Skills Assessment Program	Reading				46,845					47,713		39,017		
SC	Basic Skills Assessment Program	Math				47,123					47,761		39,049		
SC	Norm-Referenced Testing	Language					47,127	46,429		48,378		49,677		30,304	
SC	Norm-Referenced Testing	Reading					47,220	46,556		48,611		49,843		30,530	
SC	Norm-Referenced Testing	Math					47,574	46,861		48,680		49,831		30,275	
SD	Achievement and Ability Testing	English					12,000				11,000			10,000	
SD	Achievement and Ability Testing	Math					12,000				11,000			10,000	
SD	Achievement and Ability Testing	Science					12,000				11,000			10,000	
SD	Achievement and Ability Testing	Social Studies					12,000				11,000			10,000	

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Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
SD	Career Assessment Program	Aptitudes										10,500			
SD	Career Assessment Program	Career Interest										10,500			
TN	Competency Testing	Language Arts										32,491			
TN	Competency Testing	Math										41,437	12,110	12,110	12,110
TN	Criterion-Referenced Testing	Language Arts			65,133	65,673	65,579	64,262	64,770	66,515	64,233				
TN	Criterion-Referenced Testing	Math			65,133	65,673	65,579	64,262	64,770	66,515	64,233				
TN	Norm-Referenced Testing	Language Arts			65,133	65,673	65,579	64,262	64,770	66,515	64,233		54,697		
TN	Norm-Referenced Testing	Math			65,133	65,673	65,579	64,262	64,770	66,515	64,233		54,697		
TN	Norm-Referenced Testing	Reading			65,133	65,673	65,579	64,262	64,770	66,515	64,233		54,697		
TN	Norm-Referenced Testing	Science			65,133	65,673	65,579	64,262	64,770	66,515	64,233		54,697		
TN	Norm-Referenced Testing	Social Studies			65,133	65,673	65,579	64,262	64,770	66,515	64,233		54,697		
TN	Writing Assessment	Writing					62,740				59,462			46,204	
TX	TX Assessment of Academic Skills (TAAS)	Science									235,062				
TX	TX Assessment of Academic Skills (TAAS)	Social Studies									236,703				
TX	TX Assessment of Academic Skills (TAAS)	Writing					233,427				239,418		201,325	20,148	6,005
TX	TX Assessment of Academic Skills (TAAS)	Reading				226,247	231,806	233,494	243,399	245,117	237,684		202,287	23,232	8,465
TX	TX Assessment of Academic Skills (TAAS)	Math				228,843	233,676	234,708	244,017	245,059	237,272		205,177	49,807	17,455
UT	Core Curriculum Testing (CRT)	Science		8,000	7,000	8,000	9,000	8,600	9,700	13,500	13,500	13,500	13,500	13,500	13,500
UT	Core Curriculum Testing (CRT)	Math		21,000	17,000	18,000	18,500	19,000	19,600	15,300	15,300	15,300	15,300	15,300	15,300
UT	Core Curriculum Testing (CRT)	Reading		24,300	25,000	21,000	22,000	23,000							
UT	Core Curriculum Testing (Perf. Assessment)	Math		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Reading		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Science		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Social Studies		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Visual Art		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Core Curriculum Testing (Perf. Assessment)	Writing		(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
UT	Norm-Referenced Testing	Language Arts						38,000			36,000			30,000	
UT	Norm-Referenced Testing	Mathematics						38,000			36,000			30,000	
UT	Norm-Referenced Testing	Reading						38,000			36,000			30,000	
UT	Norm-Referenced Testing	Science						38,000			36,000			30,000	
UT	Norm-Referenced Testing	Social Studies						38,000			36,000			30,000	

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
VA	Literacy Passport Test (LPT)	Writing							78,793	8,374	4,200	3,024	1,769	1,169	
VA	Literacy Passport Test (LPT)	Math							79,855	8,709	4,446	3,220	1,774	1,051	
VA	Literacy Passport Test (LPT)	Reading							79,885	11,404	5,568	3,716	1,999	1,301	
VA	Norm-Referenced Testing (VSAP)	Using Information												56,814	
VA	Norm-Referenced Testing (VSAP)	Writing												56,814	
VA	Norm-Referenced Testing (VSAP)	Social Studies					77,225								
VA	Norm-Referenced Testing (VSAP)	Language Arts					77,225				75,689				
VA	Norm-Referenced Testing (VSAP)	Vocabulary					77,225				75,689				
VA	Norm-Referenced Testing (VSAP)	Work Study Skills					77,225				75,689				
VA	Norm-Referenced Testing (VSAP)	Math					77,225				75,689			56,814	
VA	Norm-Referenced Testing (VSAP)	Reading					77,225				75,689			56,814	
VA	Norm-Referenced Testing (VSAP)	Science					77,225				75,689			56,814	
VT	Portfolio Assessment	Math					1,800				1,800				
VT	Portfolio Assessment	Writing					1,800				1,800				
VT	Uniform Assessment	Writing						8,500			7,500				
VT	Uniform Assessment	Math					8,500				7,500				
WA	Basic Assessment Program	Language Arts					70,000				70,000				
WA	Basic Assessment Program	Math					70,000				70,000			50,000	
WA	Basic Assessment Program	Reading					70,000				70,000			50,000	
WA	Basic Assessment Program	Science					70,000				70,000			50,000	
WA	Basic Assessment Program	Social Studies					70,000				70,000			50,000	
WI	Knowledge & Concepts Component of the WS	Writing					60,000				56,831		56,004		
WI	Knowledge & Concepts Component of the WS	Social Studies					60,000				57,283		56,584		
WI	Knowledge & Concepts Component of the WS	Science					60,000				57,335		56,699		
WI	Knowledge & Concepts Component of the WS	Language Arts					60,000				57,338		56,617		
WI	Knowledge & Concepts Component of the WS	Reading					60,000				57,369		56,733		
WI	Knowledge & Concepts Component of the WS	Math					60,000				57,388		56,760		
WI	Third Grade Reading Test (TGRT)	Reading				58,503									

Part 3.2 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
WV	Norm-Referenced Testing	Math				24,000			25,000						
WV	Norm-Referenced Testing	Language Arts				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Reading				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Science				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Social Studies				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Spelling				24,000			25,000			23,000		22,000	
WV	Norm-Referenced Testing	Study Skills				24,000			25,000			23,000		22,000	
WV	WV-STEP	Math		25,000	25,000	24,000	24,000	26,000	24,000	25,000	25,000				
WV	WV-STEP	Reading		25,000	25,000	24,000	24,000	26,000	24,000	25,000	25,000				
WV	WV-STEP	Writing		25,000	25,000	24,000	24,000	26,000	24,000	25,000	25,000		23,000		
WV	Writing Assessment	Writing									24,000		23,000		

Part 3.3 When was this assessment component, in basically this form, first used in schools?

ST	Program Component	Response
AK	Norm-Referenced Testing	1989-90
AK	Writing Assessment	1989-90
AL	Basic Competency Tests	1983-1984
AL	Differential Aptitude Test w/Career Interest	1990-1991
AL	High School Basic Skills Exit Exam	1985-86
AL	Math End-of Course Test	1992-1993
AL	Norm-Referenced Testing	1965
AL	Writing Assessment	1992-1993
AR	Norm-Referenced Testing	1991-1992
AZ	Norm-Referenced Testing	1985
CA	Career-Technical Assessment Program (C-TAP)	1992-1993
CA	Golden State Exams	1986-1987
CT	CT Academic Performance Test (CAPT)	1993-1994
CT	CT Mastery Test (CMT)	1985
DE	Interim Assessment	1992-1993
FL	FL Writing Assessment Program	1991-1992
FL	Grade Ten Assessment Test (GTAT)	1991-1992
FL	High School Competency Test (HSCT)	1977-1978
GA	Curriculum-Based Assessments (CBA)	1991-1992
GA	GA High School Graduation Tests (GHSGT)	1992-1993
GA	GA Kindergarten Assessment Program (GKAP)	1990-1991
GA	Norm-Referenced Testing	1971
GA	Writing Assessment	1986-1987
HI	Credit by Examination (CbyE)	1979
HI	Norm-Referenced Testing	1975-1976
HI	Test of Essential Competencies (HSTEC)	1979
ID	Norm-Referenced Testing	1984-1985
ID	Writing Assessment	1978-1979
IL	IL Goal Assessment Program (IGAP)	1987-1988
IN	Statewide Assessment	1986-1987
KS	KS Assessment Program	1990-1991
KY	Open Response Questions	1991-1992
KY	Performance events	1991-1992
KY	Portfolio Assessment	1991-1992
LA	Kindergarten Develop. Readiness Screen. Prog.	1987-1988
LA	LA Educational Assessment Program (LEAP)	1988-1989
LA	LA Graduation Exit Examination	1988-1989
LA	Norm-Referenced Testing	1987-1988

Part 3.3 When was this assessment component, in basically this form, first used in schools?

ST	Program Component	Response
MD	MD Functional Testing Program	1981
MD	MD School Perf. Assessment Program (MSPAP)	1991
MD	Norm-Referenced Testing	1991
ME	State Tests	1985-1986
MI	Employability Skills Portfolio	1991-1992
MI	MI Educational Assessment Program (MEAP)	1988-89
MN	Essential Learner Outcomes	1980
MO	MO Mastery and Achievement Test (MMAT)	1990-91
MO	Writing Assessment	1989-1990
MS	Functional Literacy Examination (FLE)	1988-1989
MS	Norm-Referenced Testing	1987-1988
MS	Subject Area Testing Program (SATP)	1995-96
MT	Student Assessment Requirement	1992
NC	Competency Testing	1977
NC	NC Testing Program	1985-1986
NC	Norm-Referenced Testing	1992-93
ND	Achievement and Ability Testing	1989-1990
NH	NH Ed. Improvement and Assessment Program	1993-1994
NJ	Grade 11 High School Proficiency Test	1993-1994
NJ	Grade 8 Early Warning Test	1991
NM	High School Competency Examination	1987-1988
NM	Norm-Referenced Testing	1976-1977
NM	Reading Assessment for Grades 1 and 2	1987-1988
NM	Writing Assessment	1986-1987
NV	High School Proficiency Examination Program	1979-80
NV	Norm-Referenced Testing	1979-80
NV	Writing Proficiency Examination-Grade 8	1979-80
NY	Occupational Education Proficiency Examinations	1987-1988
NY	Preliminary Competency Tests	1978-1979
NY	Program Evaluation Tests	1986-1987
NY	Pupil Evaluation Program Tests	1965
NY	Regents Competency Tests	1978-1979
NY	Regents Examination Programs	1865
OH	Fourth-Grade Proficiency Testing	1994-95
OH	Ninth-Grade Proficiency Testing	1990-1991
OH	Norm-Referenced Testing	1989-1990
OH	Twelfth-Grade Proficiency Testing	1993-94
OK	Norm Referenced Testing	1986
OK	OK Core Curriculum Tests	1994-95

Part 3.3 When was this assessment component, in basically this form, first used in schools?

ST	Program Component	Response
OR	Reading and Mathematics Assessment	1990-1991
OR	Writing Assessment	1984-1985
PA	Reading and Mathematics Assessment	1991-1992
PA	Writing Assessment	1991-1992
RI	Norm-Referenced Testing	1986
RI	Writing Assessment	1987
SC	Basic Skills Assessment Program	1979
SC	Norm-Referenced Testing	1977
SD	Achievement and Ability Testing	1985
SD	Career Assessment Program	1991
TN	Competency Testing	1981
TN	Criterion-Referenced Testing	1990
TN	Norm-Referenced Testing	1990
TN	Writing Assessment	1991
TX	TX Assessment of Academic Skills (TAAS)	1990
UT	Core Curriculum Testing (CRT)	1993-1994
UT	Core Curriculum Testing (Perf. Assessment)	1993-1994
UT	Norm-Referenced Testing	1990-1991
VA	Literacy Passport Test (LPT)	1989-90
VA	Norm-Referenced Testing (VSAP)	1988-1989
VT	Portfolio Assessment	1991-1992
VT	Uniform Assessment	1991-1992
WA	Basic Assessment Program	1985
WI	Knowledge & Concepts Component of the WSAS	1992
WI	Third Grade Reading Test (TGRT)	1989
WV	Norm-Referenced Testing	1962
WV	WV-STEP	1989-1990
WV	Writing Assessment	1984-1985

Part 3.4 When was this assessment component most recently substantially revised?

ST	Program Component	Response
AK	Norm-Referenced Testing	
AK	Writing Assessment	
AL	Basic Competency Tests	1989-1990
AL	Differential Aptitude Test w/Career Interest	
AL	High School Basic Skills Exit Exam	1989-90
AL	Math End-of Course Test	
AL	Norm-Referenced Testing	1994-1995
AL	Writing Assessment	
AR	Norm-Referenced Testing	
AZ	Norm-Referenced Testing	
CA	Career-Technical Assessment Program (C-TAP)	1993-94
CA	Golden State Exams	1993-1994
CT	CT Academic Performance Test (CAPT)	
CT	CT Mastery Test (CMT)	1993-1994
DE	Interim Assessment	1994-1995
FL	FL Writing Assessment Program	
FL	Grade Ten Assessment Test (GTAT)	
FL	High School Competency Test (HSCT)	1994-1995
GA	Curriculum-Based Assessments (CBA)	
GA	GA High School Graduation Tests (GHSGT)	
GA	GA Kindergarten Assessment Program (GKAP)	1993
GA	Norm-Referenced Testing	1990-1991
GA	Writing Assessment	
HI	Credit by Examination (CbyE)	
HI	Norm-Referenced Testing	
HI	Test of Essential Competencies (HSTEC)	1994-95
ID	Norm-Referenced Testing	1993-1994
ID	Writing Assessment	1991-1992
IL	IL Goal Assessment Program (IGAP)	1992-1993
IN	Statewide Assessment	
KS	KS Assessment Program	1994-95
KY	Open Response Questions	1994-95
KY	Performance events	
KY	Portfolio Assessment	
LA	Kindergarten Develop. Readiness Screen. Prog.	1989-1990
LA	LA Educational Assessment Program (LEAP)	
LA	LA Graduation Exit Examination	
LA	Norm-Referenced Testing	1993

Part 3.4 When was this assessment component most recently substantially revised?

ST	Program Component	Response
MD	MD Functional Testing Program	
MD	MD School Perf. Assessment Program (MSPAP)	
MD	Norm-Referenced Testing	
ME	State Tests	1994-1995
MI	Employability Skills Portfolio	1994-1995, first assessed systematically by state
MI	MI Educational Assessment Program (MEAP)	
MN	Essential Learner Outcomes	
MO	MO Mastery and Achievement Test (MMAT)	1991-92
MO	Writing Assessment	1991-1992
MS	Functional Literacy Examination (FLE)	
MS	Norm-Referenced Testing	1994-1995
MS	Subject Area Testing Program (SATP)	1995
MT	Student Assessment Requirement	
NC	Competency Testing	1994-1995
NC	NC Testing Program	1992-1993
NC	Norm-Referenced Testing	
ND	Achievement and Ability Testing	
NH	NH Ed. Improvement and Assessment Program	
NJ	Grade 11 High School Proficiency Test	1988, the state legislature raised the standard in the graduation test from ninth to eleventh grade.
NJ	Grade 8 Early Warning Test	
NM	High School Competency Examination	1994-95
NM	Norm-Referenced Testing	
NM	Reading Assessment for Grades 1 and 2	
NM	Writing Assessment	
NV	High School Proficiency Examination Program	1990-91
NV	Norm-Referenced Testing	1989-90
NV	Writing Proficiency Examination-Grade 8	1989-90
NY	Occupational Education Proficiency Examinations	
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	
NY	Pupil Evaluation Program Tests	1982-1983
NY	Regents Competency Tests	
NY	Regents Examination Programs	The 1980s
OH	Fourth-Grade Proficiency Testing	
OH	Ninth-Grade Proficiency Testing	
OH	Norm-Referenced Testing	1991-1992
OH	Twelfth-Grade Proficiency Testing	
OK	Norm Referenced Testing	1994-95
OK	OK Core Curriculum Tests	

Part 3.4 When was this assessment component most recently substantially revised?

ST	Program Component	Response
OR	Reading and Mathematics Assessment	
OR	Writing Assessment	1990-1991
PA	Reading and Mathematics Assessment	1994-1995
PA	Writing Assessment	1994-1995
RI	Norm-Referenced Testing	1993
RI	Writing Assessment	1987
SC	Basic Skills Assessment Program	
SC	Norm-Referenced Testing	1994
SD	Achievement and Ability Testing	1992
SD	Career Assessment Program	
TN	Competency Testing	1994-1995
TN	Criterion-Referenced Testing	
TN	Norm-Referenced Testing	
TN	Writing Assessment	
TX	TX Assessment of Academic Skills (TAAS)	1994 - other grades added; end-of-course test development modified
UT	Core Curriculum Testing (CRT)	Elementary Math -- 1994/1995 Elementary Science -- 1995/96 Secondary Math -- currently under revision
UT	Core Curriculum Testing (Perf. Assessment)	
UT	Norm-Referenced Testing	Planned for Fall of 1997
VA	Literacy Passport Test (LPT)	
VA	Norm-Referenced Testing (VSAP)	
VT	Portfolio Assessment	1994-1995
VT	Uniform Assessment	1993-1994
WA	Basic Assessment Program	1991
WI	Knowledge & Concepts Component of the WSAS	a new form is administered and released each year
WI	Third Grade Reading Test (TGRT)	A new form is administered and released each year.
WV	Norm-Referenced Testing	1989-1990
WV	WV-STEP	1992-1993
WV	Writing Assessment	

Part 3.5 Who initially authorized the creation of this assessment component?

ST	Program Component	Response
AK	Norm-Referenced Testing	State board action
AK	Writing Assessment	Dept of Ed decision
AL	Basic Competency Tests	State board action
AL	Differential Aptitude Test w/Career Interest	State board action
AL	High School Basic Skills Exit Exam	State board action
AL	Math End-of Course Test	State board action
AL	Norm-Referenced Testing	Dept of Ed decision
AL	Writing Assessment	Dept of Ed decision
AR	Norm-Referenced Testing	Legislative mandate
AZ	Norm-Referenced Testing	Legislative mandate
CA	Career-Technical Assessment Program (C-TAP)	Dept of Ed decision
CA	Golden State Exams	Legislative mandate
CT	CT Academic Performance Test (CAPT)	Legislative mandate
CT	CT Mastery Test (CMT)	Legislative mandate
DE	Interim Assessment	State Board
FL	FL Writing Assessment Program	Legislative mandate
FL	Grade Ten Assessment Test (GTAT)	Legislative mandate
FL	High School Competency Test (HSCT)	Legislative mandate
GA	Curriculum-Based Assessments (CBA)	Legislative mandate
GA	GA High School Graduation Tests (GHSGT)	Legislative mandate
GA	GA Kindergarten Assessment Program (GKAP)	Legislative mandate
GA	Norm-Referenced Testing	Legislative mandate
GA	Writing Assessment	Legislative mandate
HI	Credit by Examination (CbyE)	State board action
HI	Norm-Referenced Testing	Dept of Ed decision
HI	Test of Essential Competencies (HSTEC)	State board action
ID	Norm-Referenced Testing	State board action
ID	Writing Assessment	State board action
IL	IL Goal Assessment Program (IGAP)	Legislative mandate
IN	Statewide Assessment	Legislative mandate
KS	KS Assessment Program	State board action
KY	Open Response Questions	Legislative mandate
KY	Performance events	Legislative mandate
KY	Portfolio Assessment	Legislative mandate
LA	Kindergarten Develop. Readiness Screen. Prog.	Legislative mandate
LA	LA Educational Assessment Program (LEAP)	Legislative mandate
LA	LA Graduation Exit Examination	Legislative mandate
LA	Norm-Referenced Testing	Legislative mandate

Part 3.5 Who initially authorized the creation of this assessment component?

ST	Program Component	Response
MD	MD Functional Testing Program	State board action
MD	MD School Perf. Assessment Program (MSPAP)	State board action
MD	Norm-Referenced Testing	State board action
ME	State Tests	Legislative mandate
MI	Employability Skills Portfolio	Governor
MI	MI Educational Assessment Program (MEAP)	Legislative mandate
MN	Essential Learner Outcomes	Legislative mandate
MO	MO Mastery and Achievement Test (MMAT)	Legislative mandate
MO	Writing Assessment	Dept of Ed decision
MS	Functional Literacy Examination (FLE)	Legislative mandate
MS	Norm-Referenced Testing	
MS	Subject Area Testing Program (SATP)	Legislature
MT	Student Assessment Requirement	Legislative mandate
NC	Competency Testing	Legislative Mandate
NC	NC Testing Program	Legislative Mandate
NC	Norm-Referenced Testing	Legislature
ND	Achievement and Ability Testing	Other
NH	NH Ed. Improvement and Assessment Program	Other
NJ	Grade 11 High School Proficiency Test	Legislative mandate
NJ	Grade 8 Early Warning Test	Legislative mandate
NM	High School Competency Examination	Legislative mandate
NM	Norm-Referenced Testing	Legislative mandate
NM	Reading Assessment for Grades 1 and 2	Legislative mandate
NM	Writing Assessment	Legislative mandate
NV	High School Proficiency Examination Program	Legislative mandate
NV	Norm-Referenced Testing	Legislative mandate
NV	Writing Proficiency Examination-Grade 8	Legislative mandate
NY	Occupational Education Proficiency Examinations	State board action
NY	Preliminary Competency Tests	State board action
NY	Program Evaluation Tests	State board action
NY	Pupil Evaluation Program Tests	State board action
NY	Regents Competency Tests	State board action
NY	Regents Examination Programs	State board action
OH	Fourth-Grade Proficiency Testing	Legislative mandate
OH	Ninth-Grade Proficiency Testing	Legislative mandate
OH	Norm-Referenced Testing	Legislative mandate
OH	Twelfth-Grade Proficiency Testing	Legislative mandate
OK	Norm Referenced Testing	Legislative Mandate
OK	OK Core Curriculum Tests	Legislature

Part 3.5 Who initially authorized the creation of this assessment component?

ST	Program Component	Response
OR	Reading and Mathematics Assessment	Legislative mandate
OR	Writing Assessment	Legislative mandate
PA	Reading and Mathematics Assessment	State board action
PA	Writing Assessment	State board action
RI	Norm-Referenced Testing	Legislative mandate
RI	Writing Assessment	State board action
SC	Basic Skills Assessment Program	Legislative mandate
SC	Norm-Referenced Testing	Legislative mandate
SD	Achievement and Ability Testing	State board action
SD	Career Assessment Program	State board action
TN	Competency Testing	Legislative mandate
TN	Criterion-Referenced Testing	State board action
TN	Norm-Referenced Testing	State board action
TN	Writing Assessment	State board action
TX	TX Assessment of Academic Skills (TAAS)	Legislative mandate
UT	Core Curriculum Testing (CRT)	Dept of Ed decision
UT	Core Curriculum Testing (Perf. Assessment)	Dept of Ed decision
UT	Norm-Referenced Testing	Legislative mandate
VA	Literacy Passport Test (LPT)	Legislative mandate
VA	Norm-Referenced Testing (VSAP)	State Board
VT	Portfolio Assessment	State board action
VT	Uniform Assessment	State board action
WA	Basic Assessment Program	Legislative mandate
WI	Knowledge & Concepts Component of the WSAS	Legislative mandate
WI	Third Grade Reading Test (TGRT)	Legislative mandate
WV	Norm-Referenced Testing	State board action
WV	WV-STEP	Legislative mandate
WV	Writing Assessment	State board action

Totals by Component

Legislative = 54
Governor = 1
State Board = 31
State Dept. of Education = 8
Other = 2

Totals by State

Legislative = 30
Governor = 1
State Board = 13
State Dept. of Education = 6
Other = 2

Part 3.6 What groups were most intrumental in the process that led to the initial authorization of this assessment component?

ST	Program Component	StBdEd	CSSO	SEA	Teach	Admin	GovOff	Judic	Legis	AdvGrp	BusCom	ParGrp	Other
AK	Norm-Referenced Testing	Y							Y				
AK	Writing Assessment												Y
AL	Basic Competency Tests	Y	Y								Y		
AL	Differential Aptitude Test w/Career Interest	Y											
AL	High School Basic Skills Exit Exam		Y	Y							Y		
AL	Math End-of Course Test	Y											
AL	Norm-Referenced Testing	Y					Y		Y				
AL	Writing Assessment	Y											
AR	Norm-Referenced Testing	Y					Y		Y				
AZ	Norm-Referenced Testing								Y				
CA	Career-Technical Assessment Program (C-TAP)					Y					Y		
CA	Golden State Exams												
CT	CT Academic Performance Test (CAPT)	Y	Y	Y		Y			Y		Y		
CT	CT Mastery Test (CMT)	Y	Y	Y					Y		Y		
DE	Interim Assessment			Y									
FL	FL Writing Assessment Program												
FL	Grade Ten Assessment Test (GTAT)												
FL	High School Competency Test (HSCT)								Y				
GA	Curriculum-Based Assessments (CBA)												
GA	GA High School Graduation Tests (GHSGT)												
GA	GA Kindergarten Assessment Program (GKAP)												
GA	Norm-Referenced Testing												
GA	Writing Assessment												
HI	Credit by Examination (CbyE)												
HI	Norm-Referenced Testing												Y
HI	Test of Essential Competencies (HSTEC)	Y											
ID	Norm-Referenced Testing	Y	Y	Y	Y							Y	
ID	Writing Assessment	Y	Y	Y	Y	Y			Y			Y	

StBdEd = State board of education
CSSO = Chief state school officer
SEA = State education agency
Teach = Teacher association
Admin = School administrator association
GovOff = Governor's office
Judic = Judiciary
Legis = Legislators
AdvGrp = Advocacy groups
BusCom = Business community
ParGrp = Parent groups
Other = Other groups

Part 3.6 What groups were most intrumental in the process that led to the initial authorization of this assessment component?

ST	Program Component	StBdEd	CSSO	SEA	Teach	Admin	GovOff	Judic	Legis	AdvGrp	BusCom	ParGrp	Other
IL	IL Goal Assessment Program (IGAP)								Y				
IN	Statewide Assessment	Y	Y				Y		Y				
KS	KS Assessment Program	Y	Y						Y				
KY	Open Response Questions	Y							Y	Y			
KY	Performance events	Y							Y	Y			
KY	Portfolio Assessment	Y					Y	Y	Y	Y			
LA	Kindergarten Develop. Readiness Screen. Prog.	Y							Y				
LA	LA Educational Assessment Program (LEAP)	Y				Y			Y				
LA	LA Graduation Exit Examination	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	
LA	Norm-Referenced Testing	Y	Y	Y	Y	Y	Y		Y		Y		
MD	MD Functional Testing Program	Y	Y	Y	Y								
MD	MD School Perf. Assessment Program (MSPAP)	Y					Y		Y				Y
MD	Norm-Referenced Testing		Y										
ME	State Tests	Y					Y		Y		Y		
MI	Employability Skills Portfolio	Y		Y	Y	Y	Y			Y	Y		
MI	MI Educational Assessment Program (MEAP)	Y	Y	Y									
MN	Essential Learner Outcomes			Y									
MO	MO Mastery and Achievement Test (MMAT)								Y				
MO	Writing Assessment	Y			Y								
MS	Functional Literacy Examination (FLE)	Y											
MS	Norm-Referenced Testing		Y										Y
MS	Subject Area Testing Program (SATP)	Y	Y	Y	Y				Y				Y
MT	Student Assessment Requirement			Y					Y				Y
NC	Competency Testing												
NC	NC Testing Program	Y								Y			
NC	Norm-Referenced Testing								Y				

StBdEd = State board of education
Admin = School administrator association
AdvGrp = Advocacy groups
CSSO = Chief state school officer
GovOff = Governor's office
BusCom = Business community
SEA = State education agency
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ParGrp = Parent groups
Teach = Teacher association
Legis = Legislators
Other = Other groups

Part 3.6 What groups were most intrumental in the process that led to the initial authorization of this assessment component?

ST	Program Component	StBdEd	CSSO	SEA	Teach	Admin	GovOff	Judic	Legis	AdvGrp	BusCom	ParGrp	Other
ND	Achievement and Ability Testing		Y	Y			Y		Y				
NH	NH Ed. Improvement and Assessment Program	Y	Y	Y			Y		Y		Y		
NJ	Grade 11 High School Proficiency Test	Y					Y		Y				Y
NJ	Grade 8 Early Warning Test	Y					Y		Y				Y
NM	High School Competency Examination												
NM	Norm-Referenced Testing												
NM	Reading Assessment for Grades 1 and 2												
NM	Writing Assessment												
NV	High School Proficiency Examination Program								Y				
NV	Norm-Referenced Testing								Y				
NV	Writing Proficiency Examination-Grade 8								Y				
NY	Occupational Education Proficiency Examinations	Y								Y	Y		
NY	Preliminary Competency Tests	Y								Y	Y		
NY	Program Evaluation Tests	Y								Y	Y		
NY	Pupil Evaluation Program Tests	Y							Y		Y		
NY	Regents Competency Tests	Y								Y	Y		
NY	Regents Examination Programs												Y
OH	Fourth-Grade Proficiency Testing	Y	Y	Y					Y				
OH	Ninth-Grade Proficiency Testing	Y	Y	Y					Y		Y		
OH	Norm-Referenced Testing	Y				Y			Y				
OH	Twelfth-Grade Proficiency Testing	Y							Y		Y		
OK	Norm Referenced Testing	Y							Y				
OK	OK Core Curriculum Tests	Y							Y				
OR	Reading and Mathematics Assessment	Y					Y		Y		Y		
OR	Writing Assessment	Y					Y		Y		Y		
PA	Reading and Mathematics Assessment	Y					Y						
PA	Writing Assessment	Y					Y						

StBdEd = State board of education
CSSO = Chief state school officer
SEA = State education agency
Teach = Teacher association
Admin = School administrator association
GovOff = Governor's office
Judic = Judiciary
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AdvGrp = Advocacy groups
BusCom = Business community
ParGrp = Parent groups
Other = Other groups

Part 3.6 What groups were most intrumental in the process that led to the initial authorization of this assessment component?

ST	Program Component	StBdEd	CSSO	SEA	Teach	Admin	GovOff	Judic	Legis	AdvGrp	BusCom	ParGrp	Other
RI	Norm-Referenced Testing												
RI	Writing Assessment												
SC	Basic Skills Assessment Program	Y							Y				Y
SC	Norm-Referenced Testing	Y							Y				Y
SD	Achievement and Ability Testing	Y					Y						
SD	Career Assessment Program	Y					Y						
TN	Competency Testing	Y				Y	Y		Y		Y		
TN	Criterion-Referenced Testing	Y		Y	Y	Y					Y	Y	
TN	Norm-Referenced Testing	Y		Y	Y	Y					Y	Y	
TN	Writing Assessment	Y			Y	Y			Y		Y		
TX	TX Assessment of Academic Skills (TAAS)	Y	Y	Y	Y	Y			Y		Y		
UT	Core Curriculum Testing (CRT)				Y	Y							
UT	Core Curriculum Testing (Perf. Assessment)				Y	Y							
UT	Norm-Referenced Testing						Y		Y		Y		
VA	Literacy Passport Test (LPT)	Y					Y		Y				
VA	Norm-Referenced Testing (VSAP)	Y							Y				
VT	Portfolio Assessment	Y			Y								
VT	Uniform Assessment	Y											
WA	Basic Assessment Program								Y		Y		Y
WI	Knowledge & Concepts Component of the WSAS			Y	Y	Y	Y				Y		
WI	Third Grade Reading Test (TGRT)			Y	Y		Y		Y	Y			
WV	Norm-Referenced Testing	Y											
WV	WV-STEP								Y				
WV	Writing Assessment	Y											
	Totals by Component	63	20	23	17	16	24	1	51	11	27	5	12
	Totals by State	30	13	16	11	10	18	1	34	6	15	3	9

StBdEd = State board of education
Admin = School administrator association
AdvGrp = Advocacy groups

CSSO = Chief state school officer
GovOff = Governor's office
BusCom = Business community

SEA = State education agency
Judic = Judiciary
ParGrp = Parent groups

Teach = Teacher association
Legis = Legislators
Other = Other groups

Part 3.7 What method determines which students are assessed in this component?

ST	Program Component	All students in designated grades	Students are sampled	Voluntary for students	Voluntary for schools or districts
AK	Norm-Referenced Testing	Y			
AK	Writing Assessment				Y
AL	Basic Competency Tests	Y			
AL	Differential Aptitude Test w/Career Interest	Y			
AL	High School Basic Skills Exit Exam	Y			
AL	Math End-of Course Test	Y			
AL	Norm-Referenced Testing	Y			
AL	Writing Assessment	Y			
AR	Norm-Referenced Testing	Y			
AZ	Norm-Referenced Testing	Y			
CA	Career-Technical Assessment Program (C-TAP)				Y
CA	Golden State Exams			Y	
CT	CT Academic Performance Test (CAPT)	Y			
CT	CT Mastery Test (CMT)	Y			
DE	Interim Assessment	Y			
FL	FL Writing Assessment Program	Y			
FL	Grade Ten Assessment Test (GTAT)	Y			
FL	High School Competency Test (HSCT)	Y			
GA	Curriculum-Based Assessments (CBA)	Y			
GA	GA High School Graduation Tests (GHSGT)	Y			
GA	GA Kindergarten Assessment Program (GKAP)	Y			
GA	Norm-Referenced Testing	Y	Y		
GA	Writing Assessment	Y			
HI	Credit by Examination (CbyE)			Y	
HI	Norm-Referenced Testing	Y			
HI	Test of Essential Competencies (HSTEC)	Y			
ID	Norm-Referenced Testing	Y			
ID	Writing Assessment	Y			
IL	IL Goal Assessment Program (IGAP)	Y			
IN	Statewide Assessment	Y			
KS	KS Assessment Program	Y			
KY	Open Response Questions	Y			
KY	Performance events		Y		
KY	Portfolio Assessment	Y			
LA	Kindergarten Develop. Readiness Screen. Prog.	Y			
LA	LA Educational Assessment Program (LEAP)	Y			
LA	LA Graduation Exit Examination	Y			
LA	Norm-Referenced Testing	Y			

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Part 3.7 What method determines which students are assessed in this component?

ST	Program Component	All students in designated grades	Students are sampled	Voluntary for students	Voluntary for schools or districts
MD	MD Functional Testing Program	Y			
MD	MD School Perf. Assessment Program (MSPAP)	Y			
MD	Norm-Referenced Testing		Y		
ME	State Tests	Y			
MI	Employability Skills Portfolio		Y	Y	Y
MI	MI Educational Assessment Program (MEAP)	Y			
MN	Essential Learner Outcomes				Y
MO	MO Mastery and Achievement Test (MMAT)		Y		
MO	Writing Assessment		Y		
MS	Functional Literacy Examination (FLE)	Y			
MS	Norm-Referenced Testing	Y			
MS	Subject Area Testing Program (SATP)	Y			
MT	Student Assessment Requirement	Y			
NC	Competency Testing	Y			
NC	NC Testing Program	Y			
NC	Norm-Referenced Testing		Y		
ND	Achievement and Ability Testing	Y			
NH	NH Ed. Improvement and Assessment Program	Y			
NJ	Grade 11 High School Proficiency Test	Y			
NJ	Grade 8 Early Warning Test	Y			
NM	High School Competency Examination	Y			
NM	Norm-Referenced Testing	Y			
NM	Reading Assessment for Grades 1 and 2	Y			
NM	Writing Assessment	Y			
NV	High School Proficiency Examination Program	Y			
NV	Norm-Referenced Testing	Y			
NV	Writing Proficiency Examination-Grade 8	Y			
NY	Occupational Education Proficiency Examinations			Y	
NY	Preliminary Competency Tests	Y			
NY	Program Evaluation Tests	Y			
NY	Pupil Evaluation Program Tests	Y			
NY	Regents Competency Tests			Y	Y
NY	Regents Examination Programs			Y	Y
OH	Fourth-Grade Proficiency Testing	Y			
OH	Ninth-Grade Proficiency Testing	Y			
OH	Norm-Referenced Testing	Y			
OH	Twelfth-Grade Proficiency Testing	Y			
OK	Norm Referenced Testing	Y			
OK	OK Core Curriculum Tests	Y			

Part 3.7 What method determines which students are assessed in this component?

ST	Program Component	All students in designated grades	Students are sampled	Voluntary for students	Voluntary for schools or districts
OR	Reading and Mathematics Assessment	Y			
OR	Writing Assessment	Y			
PA	Reading and Mathematics Assessment	Y			
PA	Writing Assessment				Y
RI	Norm-Referenced Testing	Y			
RI	Writing Assessment	Y			
SC	Basic Skills Assessment Program	Y			
SC	Norm-Referenced Testing	Y			
SD	Achievement and Ability Testing	Y			
SD	Career Assessment Program	Y			
TN	Competency Testing	Y			
TN	Criterion-Referenced Testing	Y			
TN	Norm-Referenced Testing	Y			
TN	Writing Assessment	Y			
TX	TX Assessment of Academic Skills (TAAS)	Y			
UT	Core Curriculum Testing (CRT)				Y
UT	Core Curriculum Testing (Perf. Assessment)				Y
UT	Norm-Referenced Testing	Y			
VA	Literacy Passport Test (LPT)	Y			
VA	Norm-Referenced Testing (VSAP)	Y			
VT	Portfolio Assessment				Y
VT	Uniform Assessment				Y
WA	Basic Assessment Program	Y			
WI	Knowledge & Concepts Component of the WSAS	Y			
WI	Third Grade Reading Test (TGRT)	Y			
WV	Norm-Referenced Testing	Y			
WV	WV-STEP	Y			
WV	Writing Assessment	Y			
	Totals by Component	86	7	6	11
	Totals by State	41	6	4	8

Part 3.8 What assessment items are given to students?

ST	Program Component	All tested students see same items	Items are sampled	Multiple forms are used	Locally determined
AK	Norm-Referenced Testing	Y			
AK	Writing Assessment			Y	
AL	Basic Competency Tests	Y			
AL	Differential Aptitude Test w/Career Interest	Y			
AL	High School Basic Skills Exit Exam	Y		Y	
AL	Math End-of Course Test	Y			
AL	Norm-Referenced Testing	Y			
AL	Writing Assessment			Y	
AR	Norm-Referenced Testing	Y			
AZ	Norm-Referenced Testing	Y			
CA	Career-Technical Assessment Program (C-TAP)				Y
CA	Golden State Exams			Y	
CT	CT Academic Performance Test (CAPT)	Y			
CT	CT Mastery Test (CMT)	Y			
DE	Interim Assessment	Y			
FL	FL Writing Assessment Program			Y	
FL	Grade Ten Assessment Test (GTAT)	Y			
FL	High School Competency Test (HSCT)				
GA	Curriculum-Based Assessments (CBA)		Y		
GA	GA High School Graduation Tests (GHSGT)			Y	
GA	GA Kindergarten Assessment Program (GKAP)	Y			
GA	Norm-Referenced Testing	Y	Y		
GA	Writing Assessment	Y		Y	
HI	Credit by Examination (CbyE)	Y			
HI	Norm-Referenced Testing	Y			
HI	Test of Essential Competencies (HSTEC)	Y			
ID	Norm-Referenced Testing	Y			
ID	Writing Assessment	Y			
IL	IL Goal Assessment Program (IGAP)	Y			
IN	Statewide Assessment		Y		
KS	KS Assessment Program	Y			
KY	Open Response Questions		Y	Y	
KY	Performance events		Y		
KY	Portfolio Assessment				Y
LA	Kindergarten Develop. Readiness Screen. Prog.				Y
LA	LA Educational Assessment Program (LEAP)	Y			
LA	LA Graduation Exit Examination	Y			
LA	Norm-Referenced Testing	Y			

Part 3.8 What assessment items are given to students?

ST	Program Component	All tested students see same items	Items are sampled	Multiple forms are used	Locally determined
MD	MD Functional Testing Program	Y			
MD	MD School Perf. Assessment Program (MSPAP)			Y	
MD	Norm-Referenced Testing	Y			
ME	State Tests		Y		
MI	Employability Skills Portfolio				
MI	MI Educational Assessment Program (MEAP)	Y			
MN	Essential Learner Outcomes	Y			
MO	MO Mastery and Achievement Test (MMAT)	Y			
MO	Writing Assessment	Y			
MS	Functional Literacy Examination (FLE)	Y		Y	
MS	Norm-Referenced Testing	Y			
MS	Subject Area Testing Program (SATP)			Y	
MT	Student Assessment Requirement	Y			
NC	Competency Testing			Y	
NC	NC Testing Program			Y	
NC	Norm-Referenced Testing	Y			
ND	Achievement and Ability Testing	Y			
NH	NH Ed. Improvement and Assessment Program			Y	
NJ	Grade 11 High School Proficiency Test	Y			
NJ	Grade 8 Early Warning Test	Y			
NM	High School Competency Examination	Y			
NM	Norm-Referenced Testing	Y			
NM	Reading Assessment for Grades 1 and 2				Y
NM	Writing Assessment	Y			
NV	High School Proficiency Examination Program	Y		Y	
NV	Norm-Referenced Testing	Y			
NV	Writing Proficiency Examination-Grade 8	Y			
NY	Occupational Education Proficiency Examinations	Y			
NY	Preliminary Competency Tests	Y			
NY	Program Evaluation Tests	Y			
NY	Pupil Evaluation Program Tests	Y			
NY	Regents Competency Tests	Y			
NY	Regents Examination Programs	Y			
OH	Fourth-Grade Proficiency Testing	Y			
OH	Ninth-Grade Proficiency Testing	Y			
OH	Norm-Referenced Testing				Y
OH	Twelfth-Grade Proficiency Testing	Y			
OK	Norm Referenced Testing	Y			
OK	OK Core Curriculum Tests	Y			

Part 3.8 What assessment items are given to students?

ST	Program Component	All tested students see same items	Items are sampled	Multiple forms are used	Locally determined
OR	Reading and Mathematics Assessment			Y	
OR	Writing Assessment			Y	
PA	Reading and Mathematics Assessment			Y	
PA	Writing Assessment			Y	
RI	Norm-Referenced Testing	Y			
RI	Writing Assessment	Y			
SC	Basic Skills Assessment Program	Y			
SC	Norm-Referenced Testing	Y			
SD	Achievement and Ability Testing	Y			
SD	Career Assessment Program	Y			
TN	Competency Testing			Y	
TN	Criterion-Referenced Testing	Y			
TN	Norm-Referenced Testing	Y			
TN	Writing Assessment	Y			
TX	TX Assessment of Academic Skills (TAAS)	Y			
UT	Core Curriculum Testing (CRT)				Y
UT	Core Curriculum Testing (Perf. Assessment)				Y
UT	Norm-Referenced Testing	Y			
VA	Literacy Passport Test (LPT)			Y	
VA	Norm-Referenced Testing (VSAP)	Y			
VT	Portfolio Assessment				Y
VT	Uniform Assessment			Y	
WA	Basic Assessment Program	Y			
WI	Knowledge & Concepts Component of the WSAS	Y			
WI	Third Grade Reading Test (TGRT)	Y			
WV	Norm-Referenced Testing	Y			
WV	WV-STEP	Y			
WV	Writing Assessment	Y			
	Totals by Component	73	6	22	8
	Totals by State	37	4	16	7

Part 3.9 What types of tests or assessments are used?

ST	Program Component	Norm-referenced, multiple-choice	Criterion-referenced, multiple-choice	Writing Samples	Performance Testing	Portfolios	Other
AK	Norm-Referenced Testing	Y					
AK	Writing Assessment			Y			
AL	Basic Competency Tests		Y				
AL	Differential Aptitude Test w/Career Interest	Y					
AL	High School Basic Skills Exit Exam		Y				
AL	Math End-of Course Test		Y				Y
AL	Norm-Referenced Testing	Y					
AL	Writing Assessment			Y			
AR	Norm-Referenced Testing	Y					
AZ	Norm-Referenced Testing	Y					
CA	Career-Technical Assessment Program (C-TAP)			Y	Y	Y	Y
CA	Golden State Exams	Y	Y	Y	Y	Y	Y
CT	CT Academic Performance Test (CAPT)		Y	Y	Y		
CT	CT Mastery Test (CMT)		Y	Y	Y		
DE	Interim Assessment	Y		Y	Y		
FL	FL Writing Assessment Program			Y			
FL	Grade Ten Assessment Test (GTAT)	Y					
FL	High School Competency Test (HSCT)		Y				
GA	Curriculum-Based Assessments (CBA)		Y				Y
GA	GA High School Graduation Tests (GHSGT)		Y	Y			Y
GA	GA Kindergarten Assessment Program (GKAP)		Y		Y		Y
GA	Norm-Referenced Testing	Y					
GA	Writing Assessment			Y			
HI	Credit by Examination (CbyE)		Y				
HI	Norm-Referenced Testing	Y					
HI	Test of Essential Competencies (HSTEC)		Y				
ID	Norm-Referenced Testing	Y					
ID	Writing Assessment			Y			
IL	IL Goal Assessment Program (IGAP)	Y	Y	Y			
IN	Statewide Assessment	Y	Y				
KS	KS Assessment Program		Y		Y		
KY	Open Response Questions						Y
KY	Performance events				Y		
KY	Portfolio Assessment					Y	
LA	Kindergarten Develop. Readiness Screen. Prog.	Y			Y		
LA	LA Educational Assessment Program (LEAP)		Y	Y			
LA	LA Graduation Exit Examination		Y	Y			
LA	Norm-Referenced Testing	Y					

Part 3.9 What types of tests or assessments are used?

ST	Program Component	Norm-referenced, multiple-choice	Criterion-referenced, multiple-choice	Writing Samples	Performance Testing	Portfolios	Others
MD	MD Functional Testing Program		Y	Y			
MD	MD School Perf. Assessment Program (MSPAP)		Y	Y	Y		
MD	Norm-Referenced Testing	Y					
ME	State Tests			Y			Y
MI	Employability Skills Portfolio					Y	
MI	MI Educational Assessment Program (MEAP)		Y				
MN	Essential Learner Outcomes		Y	Y			
MO	MO Mastery and Achievement Test (MMAT)		Y				
MO	Writing Assessment			Y			
MS	Functional Literacy Examination (FLE)		Y	Y			
MS	Norm-Referenced Testing	Y			Y		
MS	Subject Area Testing Program (SATP)		Y		Y		
MT	Student Assessment Requirement	Y					
NC	Competency Testing	Y	Y				
NC	NC Testing Program	Y	Y	Y			Y
NC	Norm-Referenced Testing	Y					
ND	Achievement and Ability Testing	Y					
NH	NH Ed. Improvement and Assessment Program		Y	Y			Y
NJ	Grade 11 High School Proficiency Test		Y	Y	Y		Y
NJ	Grade 8 Early Warning Test		Y	Y	Y		Y
NM	High School Competency Examination		Y	Y			
NM	Norm-Referenced Testing	Y					
NM	Reading Assessment for Grades 1 and 2	Y	Y	Y	Y	Y	
NM	Writing Assessment			Y			
NV	High School Proficiency Examination Program	Y		Y			
NV	Norm-Referenced Testing	Y					
NV	Writing Proficiency Examination-Grade 8			Y			
NY	Occupational Education Proficiency Examinations		Y				Y
NY	Preliminary Competency Tests		Y	Y	Y		Y
NY	Program Evaluation Tests		Y		Y		Y
NY	Pupil Evaluation Program Tests		Y	Y	Y		Y
NY	Regents Competency Tests		Y	Y			Y
NY	Regents Examination Programs		Y	Y	Y		Y
OH	Fourth-Grade Proficiency Testing		Y	Y	Y		
OH	Ninth-Grade Proficiency Testing		Y	Y			
OH	Norm-Referenced Testing	Y					
OH	Twelfth-Grade Proficiency Testing		Y	Y			Y
OK	Norm Referenced Testing	Y					
OK	OK Core Curriculum Tests		Y	Y			

Part 3.9 What types of tests or assessments are used?

ST	Program Component	Norm-referenced, multiple-choice	Criterion-referenced, multiple-choice	Writing Samples	Performance Testing	Portfolios	Other
OR	Reading and Mathematics Assessment		Y				
OR	Writing Assessment			Y			
PA	Reading and Mathematics Assessment		Y		Y		
PA	Writing Assessment			Y			
RI	Norm-Referenced Testing	Y					
RI	Writing Assessment			Y			
SC	Basic Skills Assessment Program		Y	Y			
SC	Norm-Referenced Testing	Y					
SD	Achievement and Ability Testing	Y					
SD	Career Assessment Program	Y					
TN	Competency Testing		Y				
TN	Criterion-Referenced Testing		Y				
TN	Norm-Referenced Testing	Y					
TN	Writing Assessment			Y			
TX	TX Assessment of Academic Skills (TAAS)		Y	Y			Y
UT	Core Curriculum Testing (CRT)		Y				
UT	Core Curriculum Testing (Perf. Assessment)			Y	Y		
UT	Norm-Referenced Testing	Y					
VA	Literacy Passport Test (LPT)		Y	Y			Y
VA	Norm-Referenced Testing (VSAP)	Y					
VT	Portfolio Assessment					Y	
VT	Uniform Assessment		Y	Y	Y		
WA	Basic Assessment Program	Y	Y				
WI	Knowledge & Concepts Component of the WSAS	Y		Y			
WI	Third Grade Reading Test (TGRT)		Y				
WV	Norm-Referenced Testing	Y					
WV	WV-STEP		Y	Y	Y		
WV	Writing Assessment			Y			
	Totals by Component	38	53	49	24	6	21
	Totals by State	31	33	34	17	5	12

Part 3.10 Are the tests normed?
If yes, what norms are used to report scores?

ST	Program Component	Response	NAEP Norms	National	State	Regional	Local	Categorical
AK	Norm-Referenced Testing	Yes		Y				
AK	Writing Assessment	No						
AL	Basic Competency Tests	No						
AL	Differential Aptitude Test w/Career Interest	Yes		Y				
AL	High School Basic Skills Exit Exam	No						
AL	Math End-of Course Test	No						
AL	Norm-Referenced Testing	Yes		Y	Y			
AL	Writing Assessment	No						
AR	Norm-Referenced Testing	Yes		Y	Y	Y		
AZ	Norm-Referenced Testing	Yes		Y				
CA	Career-Technical Assessment Program (C-TAP)	No						
CA	Golden State Exams	No						
CT	CT Academic Performance Test (CAPT)	No						
CT	CT Mastery Test (CMT)	No						
DE	Interim Assessment	Yes		Y	Y			
FL	FL Writing Assessment Program	No						
FL	Grade Ten Assessment Test (GTAT)	Yes		Y				
FL	High School Competency Test (HSCT)	No						
GA	Curriculum-Based Assessments (CBA)	No						
GA	GA High School Graduation Tests (GHSGT)	No						
GA	GA Kindergarten Assessment Program (GKAP)	No						
GA	Norm-Referenced Testing	Yes		Y				
GA	Writing Assessment	No						
HI	Credit by Examination (CbyE)	No						
HI	Norm-Referenced Testing	Yes		Y	Y			
HI	Test of Essential Competencies (HSTEC)	No						
ID	Norm-Referenced Testing	Yes		Y	Y			
ID	Writing Assessment	No						
IL	IL Goal Assessment Program (IGAP)	Yes		Y	Y			
IN	Statewide Assessment	Yes		Y				
KS	KS Assessment Program	No						
KY	Open Response Questions	Yes			Y			
KY	Performance events	Yes			Y			
KY	Portfolio Assessment	No						
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes		Y				
LA	LA Educational Assessment Program (LEAP)	Yes			Y			
LA	LA Graduation Exit Examination	No						
LA	Norm-Referenced Testing	Yes		Y				

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Part 3.10 Are the tests normed?
If yes, what norms are used to report scores?

ST	Program Component	Response	NAEP Norms	National	State	Regional	Local	Categorical
MD	MD Functional Testing Program	No						
MD	MD School Perf. Assessment Program (MSPAP)	No						
MD	Norm-Referenced Testing	Yes		Y				
ME	State Tests	Yes			Y			
MI	Employability Skills Portfolio	No						
MI	MI Educational Assessment Program (MEAP)	No						
MN	Essential Learner Outcomes	Yes			Y			
MO	MO Mastery and Achievement Test (MMAT)	Yes			Y			
MO	Writing Assessment	No						
MS	Functional Literacy Examination (FLE)	No						
MS	Norm-Referenced Testing	Yes		Y				
MS	Subject Area Testing Program (SATP)	No						
MT	Student Assessment Requirement	Yes		Y				
NC	Competency Testing	Yes			Y			
NC	NC Testing Program	Yes	Y		Y			
NC	Norm-Referenced Testing	Yes		Y				
ND	Achievement and Ability Testing	Yes		Y				
NH	NH Ed. Improvement and Assessment Program	No						
NJ	Grade 11 High School Proficiency Test	No						
NJ	Grade 8 Early Warning Test	No						
NM	High School Competency Examination	No						
NM	Norm-Referenced Testing	Yes		Y				
NM	Reading Assessment for Grades 1 and 2	No						
NM	Writing Assessment	No						
NV	High School Proficiency Examination Program	Yes			Y			
NV	Norm-Referenced Testing	Yes		Y				
NV	Writing Proficiency Examination-Grade 8	No						
NY	Occupational Education Proficiency Examinations	No						
NY	Preliminary Competency Tests	No						
NY	Program Evaluation Tests	No						
NY	Pupil Evaluation Program Tests	No						
NY	Regents Competency Tests	No						
NY	Regents Examination Programs	No						
OH	Fourth-Grade Proficiency Testing	No						
OH	Ninth-Grade Proficiency Testing	No						
OH	Norm-Referenced Testing	Yes		Y	Y			Y
OH	Twelfth-Grade Proficiency Testing	No						
OK	Norm Referenced Testing	Yes		Y	Y		Y	
OK	OK Core Curriculum Tests	No						

Part 3.10 Are the tests normed?
If yes, what norms are used to report scores?

ST	Program Component	Response	NAEP Norms	National	State	Regional	Local	Categorical
OR	Reading and Mathematics Assessment	Yes			Y			
OR	Writing Assessment	No						
PA	Reading and Mathematics Assessment	Yes			Y			
PA	Writing Assessment	Yes			Y			
RI	Norm-Referenced Testing	Yes		Y				
RI	Writing Assessment	No						
SC	Basic Skills Assessment Program	Yes			Y			
SC	Norm-Referenced Testing	Yes		Y	Y			
SD	Achievement and Ability Testing	Yes		Y	Y			
SD	Career Assessment Program	Yes					Y	
TN	Competency Testing	No						
TN	Criterion-Referenced Testing	No						
TN	Norm-Referenced Testing	Yes		Y				
TN	Writing Assessment	No						
TX	TX Assessment of Academic Skills (TAAS)	No			Y			
UT	Core Curriculum Testing (CRT)	No						
UT	Core Curriculum Testing (Perf. Assessment)	No						
UT	Norm-Referenced Testing	Yes		Y	Y			
VA	Literacy Passport Test (LPT)	No						
VA	Norm-Referenced Testing (VSAP)	Yes		Y				
VT	Portfolio Assessment	Yes			Y			
VT	Uniform Assessment	Yes			Y			
WA	Basic Assessment Program	Yes		Y	Y	Y	Y	
WI	Knowledge & Concepts Component of the WSAS	Yes		Y	Y		Y	
WI	Third Grade Reading Test (TGRT)	No						
WV	Norm-Referenced Testing	Yes		Y				
WV	WV-STEP	No						
WV	Writing Assessment	No						
	Totals by Component	Yes = 48 No = 57	1	32	29	2	4	1
	Totals by State	Yes = 37 No = 30	1	30	24	2	4	1

Part 3.11A Does this component include commercial assessment instruments?
If "*Yes*," what kind are they?

ST	Program Component	Response	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed
AK	Norm-Referenced Testing	Yes	Y			
AK	Writing Assessment	No				
AL	Basic Competency Tests	No				
AL	Differential Aptitude Test w/Career Interest	Yes	Y			
AL	High School Basic Skills Exit Exam	No				
AL	Math End-of Course Test	No				
AL	Norm-Referenced Testing	Yes		Y		
AL	Writing Assessment	No				
AR	Norm-Referenced Testing	No				
AZ	Norm-Referenced Testing	Yes		Y		
CA	Career-Technical Assessment Program (C-TAP)	No				
CA	Golden State Exams	No				
CT	CT Academic Performance Test (CAPT)	No				
CT	CT Mastery Test (CMT)	Yes		Y		
DE	Interim Assessment	Yes	Y	Y		Y
FL	FL Writing Assessment Program	No				
FL	Grade Ten Assessment Test (GTAT)	Yes				Y
FL	High School Competency Test (HSCT)	No				
GA	Curriculum-Based Assessments (CBA)	No				
GA	GA High School Graduation Tests (GHSGT)	No				
GA	GA Kindergarten Assessment Program (GKAP)	No				
GA	Norm-Referenced Testing	Yes	Y			
GA	Writing Assessment	No				
HI	Credit by Examination (CbyE)	No				
HI	Norm-Referenced Testing	Yes	Y			
HI	Test of Essential Competencies (HSTEC)	No				
ID	Norm-Referenced Testing	Yes	Y			
ID	Writing Assessment	No				
IL	IL Goal Assessment Program (IGAP)	No				
IN	Statewide Assessment	Yes		Y		
KS	KS Assessment Program	Yes				Y
KY	Open Response Questions	Yes				Y
KY	Performance events	No				
KY	Portfolio Assessment	No				
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes	Y			
LA	LA Educational Assessment Program (LEAP)	No				
LA	LA Graduation Exit Examination	No				
LA	Norm-Referenced Testing	Yes	Y			

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Part 3.11A Does this component include commercial assessment instruments?
If "*Yes*," what kind are they?

ST	Program Component	Response	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed
MD	MD Functional Testing Program	No				
MD	MD School Perf. Assessment Program (MSPAP)	No				
MD	Norm-Referenced Testing	Yes	Y			
ME	State Tests	No				
MI	Employability Skills Portfolio	No				
MI	MI Educational Assessment Program (MEAP)	No				
MN	Essential Learner Outcomes	No				
MO	MO Mastery and Achievement Test (MMAT)	No				
MO	Writing Assessment	No				
MS	Functional Literacy Examination (FLE)	No				
MS	Norm-Referenced Testing	Yes	Y			
MS	Subject Area Testing Program (SATP)	No				
MT	Student Assessment Requirement	Yes	Y			
NC	Competency Testing	No				
NC	NC Testing Program	No				
NC	Norm-Referenced Testing	Yes	Y			
ND	Achievement and Ability Testing	Yes	Y			
NH	NH Ed. Improvement and Assessment Program	No				
NJ	Grade 11 High School Proficiency Test	No				
NJ	Grade 8 Early Warning Test	No				
NM	High School Competency Examination	No				
NM	Norm-Referenced Testing	Yes	Y			
NM	Reading Assessment for Grades 1 and 2					
NM	Writing Assessment	No				
NV	High School Proficiency Examination Program	No				
NV	Norm-Referenced Testing	Yes	Y			Y
NV	Writing Proficiency Examination-Grade 8	No				
NY	Occupational Education Proficiency Examinations	No				
NY	Preliminary Competency Tests	Yes				Y
NY	Program Evaluation Tests	No				
NY	Pupil Evaluation Program Tests	Yes				Y
NY	Regents Competency Tests	Yes				Y
NY	Regents Examination Programs	No				
OH	Fourth-Grade Proficiency Testing	No				
OH	Ninth-Grade Proficiency Testing	No				
OH	Norm-Referenced Testing	Yes	Y			
OH	Twelfth-Grade Proficiency Testing	No				
OK	Norm Referenced Testing	Yes	Y			
OK	OK Core Curriculum Tests	No				

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Part 3.11A Does this component include commercial assessment instruments? If "*Yes*," what kind are they?

ST	Program Component	Response	Off-the-shelf	Customized off-the-shelf	Built from commercial item banks	Custom developed
OR	Reading and Mathematics Assessment	No				
OR	Writing Assessment	No				
PA	Reading and Mathematics Assessment	No				
PA	Writing Assessment	No				
RI	Norm-Referenced Testing	Yes	Y			
RI	Writing Assessment	No				
SC	Basic Skills Assessment Program	No				
SC	Norm-Referenced Testing	Yes	Y			
SD	Achievement and Ability Testing	Yes	Y			
SD	Career Assessment Program	Yes	Y			
TN	Competency Testing	No				
TN	Criterion-Referenced Testing	Yes			Y	Y
TN	Norm-Referenced Testing	Yes		Y		
TN	Writing Assessment	No				
TX	TX Assessment of Academic Skills (TAAS)	No				
UT	Core Curriculum Testing (CRT)	No				
UT	Core Curriculum Testing (Perf. Assessment)	No				
UT	Norm-Referenced Testing	Yes	Y			
VA	Literacy Passport Test (LPT)	Yes		Y		
VA	Norm-Referenced Testing (VSAP)	Yes	Y			
VT	Portfolio Assessment	No				
VT	Uniform Assessment	Yes				Y
WA	Basic Assessment Program	Yes	Y	Y		
WI	Knowledge & Concepts Component of the WSAS	Yes		Y		
WI	Third Grade Reading Test (TGRT)	No				
WV	Norm-Referenced Testing	Yes	Y			
WV	WV-STEP	No				
WV	Writing Assessment	No				
	Totals by Component	Yes = 40 No = 64	25	9	1	10
	Totals by State	Yes = 33 No = 36	23	9	1	8

Part 3.11B **If this component includes any commercial assessment instruments, please name them.**

ST	Program Component	Commercial Assessment Instrument(s)
AK	Norm-Referenced Testing	ITBS, Form 6
AL	Differential Aptitude Test w/Career Interest	
AL	Norm-Referenced Testing	Stanford Achievement Test, Ninth Edition
AZ	Norm-Referenced Testing	
CT	CT Mastery Test (CMT)	Degrees of Reading Power
DE	Interim Assessment	ITBS, TAP (NRT Component), writing assessment and permormance assessment provided by Riverside Publishing Company.
FL	Grade Ten Assessment Test (GTAT)	Built from item banks for unique use in Florida
GA	Norm-Referenced Testing	Iowa Tests of Basic Skills (ITBS), Form K
HI	Norm-Referenced Testing	Stanford Achievement Test
ID	Norm-Referenced Testing	Iowa Test of Basic Skills, Form K, Levels 10 and 14, for grades 4 and 8 and Tests of Achievement & Proficiency Level 17, grade 11
IN	Statewide Assessment	CTBS/4 Survey Edition
KS	KS Assessment Program	Kansas Mathematics Assessment, Kansas Science Assessment, Kansas Reading Assessment, Kansas Writing Assessment, Kansas Social Studies Assessment
KY	Open Response Questions	Some NAEP items
LA	Kindergarten Develop. Readiness Screen. Prog.	Developmental Skills Checklist; Chicago Early Assessment
LA	Norm-Referenced Testing	California Achievement Test/CAT 5
MD	Norm-Referenced Testing	CTBS/4
MS	Norm-Referenced Testing	Iowa Test of Basic Skills (ITBS) Test of Achievement and Proficiency (TAP)
MT	Student Assessment Requirement	CAT, MAT, Stanford, ITBS, CTBS - for grades 4, 8, and 11
NC	Norm-Referenced Testing	Iowa Test of Basic Skills
ND	Achievement and Ability Testing	CTBS/4 & TCS
NM	Norm-Referenced Testing	Iowa Test of Basic Skills, Form J
NV	Norm-Referenced Testing	Comprehensive Test of Basic Skills (CTBS)/Fourth Edition, Forms A and B
NY	Preliminary Competency Tests	Degrees of Reading Power (DRP) Tests
NY	Pupil Evaluation Program Tests	Degrees of Reading Power (DRP) Tests
NY	Regents Competency Tests	Degrees of Reading Power (DRP) tests
OH	Norm-Referenced Testing	Districts select from a list of nine state-approved tests.
OK	Norm Referenced Testing	Currently using ITBS at grades 3 and 7.
RI	Norm-Referenced Testing	Metropolitan Achievement Test, 7th Edition
SC	Norm-Referenced Testing	Metropolitan Achievement Tests, Seventh Edition
SD	Achievement and Ability Testing	SAT 8 & MAT 7
SD	Career Assessment Program	Career Planning Program

Part 3.11B If this component includes any commercial assessment instruments, please name them.

ST	Program Component	Commercial Assessment Instrument(s)
TN	Criterion-Referenced Testing	
TN	Norm-Referenced Testing	
UT	Norm-Referenced Testing	Stanford Achievement Test, 8th Edition
VA	Literacy Passport Test (LPT)	Degrees of Reading Power (DRP) published by Touchtone Applied Science Association
VA	Norm-Referenced Testing (VSAP)	Grades 4 & 8: Iowa Test of Basic Skills Grade 11: Tests of Achievement & Proficiency
VT	Uniform Assessment	
WA	Basic Assessment Program	Comprehensive Tests of Basic Skills (CTBS), 4th edition, and Curriculum Frameworks Assessment System (CFAS), CTB
WI	Knowledge & Concepts Component of the WSAS	Harcourt Brace Measurement. An abbreviated form of the Stanford; plus three short answer questions and two writing prompts.
WV	Norm-Referenced Testing	CTBS

Part 3.12 **Does this component include SEA developed assessments? If yes, from whom, if anyone, did your state receive assistance in developing this assessment component?**

ST	Program Component	Response	Univer-sities	Consul-tants	Commercial testing firms	Other
AK	Norm-Referenced Testing	No				
AK	Writing Assessment	Yes		Y		Y
AL	Basic Competency Tests	Yes	Y	Y		
AL	Differential Aptitude Test w/Career Interest	No				
AL	High School Basic Skills Exit Exam	Yes	Y	Y		Y
AL	Math End-of Course Test	Yes		Y	Y	
AL	Norm-Referenced Testing	No				
AL	Writing Assessment	Yes			Y	Y
AR	Norm-Referenced Testing	No				
AZ	Norm-Referenced Testing	No				
CA	Career-Technical Assessment Program (C-TAP)	Yes				Y
CA	Golden State Exams	Yes			Y	Y
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y	Y	Y
CT	CT Mastery Test (CMT)	Yes	Y	Y	Y	Y
DE	Interim Assessment	Yes		Y	Y	
FL	FL Writing Assessment Program	Yes				Y
FL	Grade Ten Assessment Test (GTAT)	No				
FL	High School Competency Test (HSCT)	Yes	Y	Y	Y	
GA	Curriculum-Based Assessments (CBA)	Yes	Y	Y		Y
GA	GA High School Graduation Tests (GHSGT)	Yes	Y	Y		Y
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Y	Y		Y
GA	Norm-Referenced Testing	No				
GA	Writing Assessment	Yes	Y	Y		Y
HI	Credit by Examination (CbyE)	Yes				
HI	Norm-Referenced Testing	No				
HI	Test of Essential Competencies (HSTEC)	Yes		Y		
ID	Norm-Referenced Testing	No				
ID	Writing Assessment	Yes		Y		
IL	IL Goal Assessment Program (IGAP)	Yes	Y	Y	Y	Y
IN	Statewide Assessment	Yes			Y	
KS	KS Assessment Program	Yes		Y		
KY	Open Response Questions	Yes	Y	Y	Y	Y
KY	Performance events	Yes	Y	Y	Y	Y
KY	Portfolio Assessment	Yes	Y	Y	Y	
LA	Kindergarten Develop. Readiness Screen. Prog.	No				
LA	LA Educational Assessment Program (LEAP)	Yes	Y	Y		Y
LA	LA Graduation Exit Examination	Yes	Y	Y		Y
LA	Norm-Referenced Testing	No				

Part 3.12 Does this component include SEA developed assessments? If yes, from whom, if anyone, did your state receive assistance in developing this assessment component?

ST	Program Component	Response	Universities	Consultants	Commercial testing firms	Other
MD	MD Functional Testing Program	Yes			Y	
MD	MD School Perf. Assessment Program (MSPAP)	Yes			Y	Y
MD	Norm-Referenced Testing	No				
ME	State Tests	Yes	Y	Y	Y	
MI	Employability Skills Portfolio	Yes	Y		Y	Y
MI	MI Educational Assessment Program (MEAP)	Yes	Y	Y		Y
MN	Essential Learner Outcomes	Yes				
MO	MO Mastery and Achievement Test (MMAT)	Yes	Y			
MO	Writing Assessment	Yes	Y			
MS	Functional Literacy Examination (FLE)	No				
MS	Norm-Referenced Testing	No				
MS	Subject Area Testing Program (SATP)	No				
MT	Student Assessment Requirement	No				
NC	Competency Testing	Yes	Y	Y		Y
NC	NC Testing Program	Yes	Y	Y		Y
NC	Norm-Referenced Testing	No				
ND	Achievement and Ability Testing	No				
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y	Y	Y
NJ	Grade 11 High School Proficiency Test	Yes		Y	Y	Y
NJ	Grade 8 Early Warning Test	Yes		Y	Y	Y
NM	High School Competency Examination	Yes		Y	Y	Y
NM	Norm-Referenced Testing	No				
NM	Reading Assessment for Grades 1 and 2					
NM	Writing Assessment	Yes		Y	Y	Y
NV	High School Proficiency Examination Program	Yes			Y	Y
NV	Norm-Referenced Testing	No				
NV	Writing Proficiency Examination-Grade 8	Yes				Y
NY	Occupational Education Proficiency Examinations	Yes				Y
NY	Preliminary Competency Tests	Yes				Y
NY	Program Evaluation Tests	Yes				Y
NY	Pupil Evaluation Program Tests	Yes				Y
NY	Regents Competency Tests	Yes				Y
NY	Regents Examination Programs	Yes				Y
OH	Fourth-Grade Proficiency Testing	Yes		Y	Y	Y
OH	Ninth-Grade Proficiency Testing	Yes		Y	Y	Y
OH	Norm-Referenced Testing	No				
OH	Twelfth-Grade Proficiency Testing	Yes		Y	Y	Y
OK	Norm Referenced Testing	No				
OK	OK Core Curriculum Tests	Yes			Y	Y

Part 3.12 **Does this component include SEA developed assessments? If yes, from whom, if anyone, did your state receive assistance in developing this assessment component?**

ST	Program Component	Response	Univer-sities	Consul-tants	Commercial testing firms	Other
OR	Reading and Mathematics Assessment	Yes		Y		
OR	Writing Assessment	Yes		Y		
PA	Reading and Mathematics Assessment	Yes				Y
PA	Writing Assessment	Yes				Y
RI	Norm-Referenced Testing	No				
RI	Writing Assessment	Yes		Y	Y	
SC	Basic Skills Assessment Program	Yes			Y	Y
SC	Norm-Referenced Testing	No				
SD	Achievement and Ability Testing	No				
SD	Career Assessment Program	No				
TN	Competency Testing	Yes		Y		Y
TN	Criterion-Referenced Testing	Yes			Y	Y
TN	Norm-Referenced Testing	No				
TN	Writing Assessment	Yes		Y		Y
TX	TX Assessment of Academic Skills (TAAS)	Yes	Y	Y	Y	Y
UT	Core Curriculum Testing (CRT)	Yes		Y		Y
UT	Core Curriculum Testing (Perf. Assessment)	Yes		Y		
UT	Norm-Referenced Testing	No				
VA	Literacy Passport Test (LPT)	Yes	Y	Y	Y	
VA	Norm-Referenced Testing (VSAP)	No				
VT	Portfolio Assessment	Yes				
VT	Uniform Assessment	Yes		Y		
WA	Basic Assessment Program	No				
WI	Knowledge & Concepts Component of the WSAS	No				
WI	Third Grade Reading Test (TGRT)	Yes				Y
WV	Norm-Referenced Testing	No				
WV	WV-STEP	No				
WV	Writing Assessment	Yes				
	Totals by Component	Yes = 71 No = 33	25	43	31	4 8
	Totals by State	Yes = 38 No = 27	14	26	22	25

Part 3.13 If this component included nontraditional items or assessments, did your state encounter any major difficulties in developing them?

Part 3.14A If "*Yes*" to 3.13, mark the most significant problems.

ST	Program Component	Response to 3.13	Insufficient time	Insufficient financial resources	Insufficient evidence of technical quality	Unclear purpose(s) for assessment	Inadequate theoretical framework	Resistance to non-traditional methods from pressure groups
AK	Norm-Referenced Testing	Yes						
AL	Math End-of Course Test	No						
CA	Career-Technical Assessment Program (C-TAP)	No						
CA	Golden State Exams	No						
CT	CT Academic Performance Test (CAPT)	No						
CT	CT Mastery Test (CMT)	No						
DE	Interim Assessment	No						
FL	FL Writing Assessment Program	No						
GA	GA Kindergarten Assessment Program (GKAP)	No						
ID	Writing Assessment	No						
IL	IL Goal Assessment Program (IGAP)	No						
KS	KS Assessment Program	No						
KY	Open Response Questions	Yes						Y
KY	Performance events	Yes						Y
KY	Portfolio Assessment	Yes						Y
ME	State Tests	Yes		Y				
MI	Employability Skills Portfolio	Yes	Y					Y
MN	Essential Learner Outcomes	No						
MS	Functional Literacy Examination (FLE)	No						
MS	Norm-Referenced Testing	No						
MS	Subject Area Testing Program (SATP)	No						
NH	NH Ed. Improvement and Assessment Program	No						
OH	Fourth-Grade Proficiency Testing	No						
OH	Twelfth-Grade Proficiency Testing	No						

Part 3.13 If this component included nontraditional items or assessments, did your state encounter any major difficulties in developing them?

Part 3.14A If "*Yes*" to 3.13, mark the most significant problems.

ST	Program Component	Response to 3.13	Insufficient time	Insufficient financial resources	Insufficient evidence of technical quality	Unclear purpose(s) for assessment	Inadequate theoretical framework	Resistance to non-traditional methods from pressure groups
OK	Norm Referenced Testing	No						
OK	OK Core Curriculum Tests	No						
PA	Reading and Mathematics Assessment	Yes	Y					
PA	Writing Assessment	No						
RI	Writing Assessment	No						
VT	Portfolio Assessment	Yes	Y	Y	Y			Y
VT	Uniform Assessment	No						
	Totals by Component	Yes = 8 No = 23	3	2	1	0	0	5
	Totals by State	Yes = 6 No = 17	3	2	1	0	0	3

Part 3.14B Resistance to change to nontraditional methods from:

ST	Program Component	Teachers	Parents	Students	Legislature	Governor's Office	Lobbying groups
KY	Open Response Questions	Y	Y	Y			
KY	Performance events	Y	Y	Y			
KY	Portfolio Assessment	Y	Y	Y			
MI	Employability Skills Portfolio	Y					
VT	Portfolio Assessment	Y	Y				

Part 3.15A What uses are made of the results of the assessment?

ST	Program Component	Instructional Process	Student Accountability	School Accountability	School Staff Accountability
AK	Norm-Referenced Testing	Y		Y	
AK	Writing Assessment	Y			
AL	Basic Competency Tests	Y		Y	
AL	Differential Aptitude Test w/Career Interest	Y			
AL	High School Basic Skills Exit Exam	Y	Y	Y	
AL	Math End-of Course Test	Y	Y	Y	
AL	Norm-Referenced Testing	Y		Y	
AL	Writing Assessment	Y		Y	
AR	Norm-Referenced Testing	Y			
AZ	Norm-Referenced Testing	Y		Y	
CA	Career-Technical Assessment Program (C-TAP)	Y	Y		
CA	Golden State Exams	Y	Y		
CT	CT Academic Performance Test (CAPT)	Y		Y	
CT	CT Mastery Test (CMT)	Y		Y	
DE	Interim Assessment	Y			
FL	FL Writing Assessment Program	Y	Y	Y	
FL	Grade Ten Assessment Test (GTAT)	Y		Y	
FL	High School Competency Test (HSCT)		Y	Y	
GA	Curriculum-Based Assessments (CBA)	Y		Y	
GA	GA High School Graduation Tests (GHSGT)		Y		
GA	GA Kindergarten Assessment Program (GKAP)	Y			
GA	Norm-Referenced Testing	Y		Y	
GA	Writing Assessment	Y	Y	Y	
HI	Credit by Examination (CbyE)		Y		
HI	Norm-Referenced Testing	Y		Y	
HI	Test of Essential Competencies (HSTEC)		Y	Y	
ID	Norm-Referenced Testing	Y		Y	
ID	Writing Assessment	Y		Y	
IL	IL Goal Assessment Program (IGAP)			Y	Y
IN	Statewide Assessment	Y	Y	Y	
KS	KS Assessment Program	Y		Y	
KY	Open Response Questions	Y		Y	
KY	Performance events	Y		Y	
KY	Portfolio Assessment	Y		Y	
LA	Kindergarten Develop. Readiness Screen. Prog.	Y			
LA	LA Educational Assessment Program (LEAP)	Y	Y	Y	
LA	LA Graduation Exit Examination	Y	Y	Y	
LA	Norm-Referenced Testing	Y		Y	
MD	MD Functional Testing Program	Y	Y	Y	
MD	MD School Perf. Assessment Program (MSPAP)	Y		Y	
MD	Norm-Referenced Testing	Y			

Part 3.15A What uses are made of the results of the assessment?

ST	Program Component	Instructional Process	Student Accountability	School Accountability	School Staff Accountability
ME	State Tests	Y	Y	Y	
MI	Employability Skills Portfolio	Y	Y	Y	
MI	MI Educational Assessment Program (MEAP)	Y	Y	Y	
MN	Essential Learner Outcomes	Y			
MO	MO Mastery and Achievement Test (MMAT)	Y		Y	
MO	Writing Assessment	Y			
MS	Functional Literacy Examination (FLE)	Y	Y	Y	
MS	Norm-Referenced Testing	Y		Y	
MS	Subject Area Testing Program (SATP)	Y			
MT	Student Assessment Requirement	Y		Y	
NC	Competency Testing	Y	Y	Y	
NC	NC Testing Program	Y		Y	Y
NC	Norm-Referenced Testing				
ND	Achievement and Ability Testing	Y	Y	Y	
NH	NH Ed. Improvement and Assessment Program	Y		Y	
NJ	Grade 11 High School Proficiency Test	Y	Y	Y	
NJ	Grade 8 Early Warning Test	Y		Y	
NM	High School Competency Examination	Y	Y	Y	
NM	Norm-Referenced Testing	Y		Y	
NM	Reading Assessment for Grades 1 and 2	Y	Y	Y	
NM	Writing Assessment	Y		Y	
NV	High School Proficiency Examination Program	Y	Y	Y	
NV	Norm-Referenced Testing	Y		Y	
NV	Writing Proficiency Examination-Grade 8	Y		Y	
NY	Occupational Education Proficiency Examinations	Y	Y	Y	Y
NY	Preliminary Competency Tests	Y		Y	Y
NY	Program Evaluation Tests	Y		Y	Y
NY	Pupil Evaluation Program Tests	Y		Y	Y
NY	Regents Competency Tests	Y	Y	Y	Y
NY	Regents Examination Programs	Y	Y	Y	Y
OH	Fourth-Grade Proficiency Testing	Y	Y	Y	
OH	Ninth-Grade Proficiency Testing	Y	Y	Y	
OH	Norm-Referenced Testing	Y			
OH	Twelfth-Grade Proficiency Testing	Y	Y	Y	
OK	Norm Referenced Testing	Y		Y	
OK	OK Core Curriculum Tests	Y	Y	Y	
OR	Reading and Mathematics Assessment	Y		Y	
OR	Writing Assessment	Y		Y	
PA	Reading and Mathematics Assessment	Y		Y	
PA	Writing Assessment	Y		Y	

Part 3.15A What uses are made of the results of the assessment?

ST	Program Component	Instructional Process	Student Accountability	School Accountability	School Staff Accountability
RI	Norm-Referenced Testing	Y		Y	
RI	Writing Assessment	Y		Y	
SC	Basic Skills Assessment Program	Y	Y	Y	
SC	Norm-Referenced Testing	Y	Y	Y	
SD	Achievement and Ability Testing	Y			
SD	Career Assessment Program	Y			
TN	Competency Testing	Y	Y	Y	
TN	Criterion-Referenced Testing	Y			
TN	Norm-Referenced Testing	Y		Y	Y
TN	Writing Assessment	Y			
TX	TX Assessment of Academic Skills (TAAS)	Y	Y	Y	
UT	Core Curriculum Testing (CRT)	Y			
UT	Core Curriculum Testing (Perf. Assessment)	Y			
UT	Norm-Referenced Testing	Y	Y	Y	
VA	Literacy Passport Test (LPT)	Y	Y	Y	
VA	Norm-Referenced Testing (VSAP)			Y	
VT	Portfolio Assessment	Y		Y	
VT	Uniform Assessment	Y		Y	
WA	Basic Assessment Program	Y		Y	
WI	Knowledge & Concepts Component of the WSAS	Y		Y	Y
WI	Third Grade Reading Test (TGRT)	Y		Y	
WV	Norm-Referenced Testing	Y		Y	
WV	WV-STEP	Y		Y	
WV	Writing Assessment	Y		Y	
	Totals by Component	98	37	83	10
	Totals by State	44	24	40	5

Part 3.15B What uses are made of the results of the assessment for ***the instructional process***?

ST	Program Component	Student diagnosis or placement	Improvement of instruction, curriculum	Program Evaluation	Other	Please explain
AK	Norm-Referenced Testing	Y	Y	Y		
AK	Writing Assessment		Y			
AL	Basic Competency Tests	Y	Y			
AL	Differential Aptitude Test w/Career Interest	Y				
AL	High School Basic Skills Exit Exam	Y	Y			
AL	Math End-of Course Test		Y			
AL	Norm-Referenced Testing		Y	Y		
AL	Writing Assessment		Y			
AR	Norm-Referenced Testing	Y	Y	Y		
AZ	Norm-Referenced Testing	Y	Y	Y		
CA	Career-Technical Assessment Program (C-TAP)		Y	Y		
CA	Golden State Exams		Y			
CT	CT Academic Performance Test (CAPT)	Y	Y	Y		
CT	CT Mastery Test (CMT)	Y	Y	Y		
DE	Interim Assessment		Y		Y	Measure student performance against proficiency levels
FL	FL Writing Assessment Program		Y			
FL	Grade Ten Assessment Test (GTAT)		Y	Y		
GA	Curriculum-Based Assessments (CBA)		Y	Y		
GA	GA Kindergarten Assessment Program (GKAP)	Y	Y			
GA	Norm-Referenced Testing	Y	Y	Y		
GA	Writing Assessment	Y	Y	Y		
HI	Norm-Referenced Testing	Y	Y	Y		
ID	Norm-Referenced Testing		Y			
ID	Writing Assessment		Y			
IN	Statewide Assessment	Y	Y	Y		
KS	KS Assessment Program		Y	Y		

Part 3.15B What uses are made of the results of the assessment for ***the instructional process***?

ST	Program Component	Student diagnosis or placement	Improvement of instruction, curriculum	Program Evaluation	Other	Please explain
KY	Open Response Questions		Y	Y		
KY	Performance events		Y	Y		
KY	Portfolio Assessment		Y	Y		
LA	Kindergarten Develop. Readiness Screen. Prog.	Y	Y			
LA	LA Educational Assessment Program (LEAP)	Y	Y			
LA	LA Graduation Exit Examination	Y	Y	Y		
LA	Norm-Referenced Testing	Y	Y	Y		
MD	MD Functional Testing Program	Y	Y	Y		
MD	MD School Perf. Assessment Program (MSPAP)		Y	Y		
MD	Norm-Referenced Testing		Y	Y		
ME	State Tests		Y	Y		
MI	Employability Skills Portfolio		Y		Y	Indicator system for school to work -- sample use; students awareness of strengths, areas where experience should be sought.
MI	MI Educational Assessment Program (MEAP)		Y	Y		
MN	Essential Learner Outcomes		Y	Y		
MO	MO Mastery and Achievement Test (MMAT)	Y	Y	Y		
MO	Writing Assessment		Y			
MS	Functional Literacy Examination (FLE)		Y	Y	Y	Graduation requirement and accountability
MS	Norm-Referenced Testing	Y	Y	Y		
MS	Subject Area Testing Program (SATP)		Y	Y		
MT	Student Assessment Requirement		Y	Y		
NC	Competency Testing	Y		Y		
NC	NC Testing Program	Y	Y	Y		
ND	Achievement and Ability Testing	Y	Y	Y		
NH	NH Ed. Improvement and Assessment Program		Y			
NJ	Grade 11 High School Proficiency Test	Y	Y	Y		
NJ	Grade 8 Early Warning Test	Y	Y	Y		

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Part 3.15B What uses are made of the results of the assessment for ***the instructional process***?

ST	Program Component	Student diagnosis or placement	Improvement of instruction, curriculum	Program Evaluation	Other	Please explain
NM	High School Competency Examination		Y	Y		
NM	Norm-Referenced Testing			Y		
NM	Reading Assessment for Grades 1 and 2	Y	Y	Y		
NM	Writing Assessment	Y	Y	Y		
NV	High School Proficiency Examination Program	Y	Y			
NV	Norm-Referenced Testing	Y				
NV	Writing Proficiency Examination-Grade 8	Y	Y			
NY	Occupational Education Proficiency Examinations		Y			
NY	Preliminary Competency Tests	Y	Y			
NY	Program Evaluation Tests		Y	Y		
NY	Pupil Evaluation Program Tests	Y	Y	Y		
NY	Regents Competency Tests		Y			
NY	Regents Examination Programs		Y	Y		
OH	Fourth-Grade Proficiency Testing		Y			
OH	Ninth-Grade Proficiency Testing		Y			
OH	Norm-Referenced Testing		Y	Y		
OH	Twelfth-Grade Proficiency Testing		Y	Y		
OK	Norm Referenced Testing	Y	Y	Y		
OK	OK Core Curriculum Tests	Y	Y			
OR	Reading and Mathematics Assessment		Y	Y		
OR	Writing Assessment		Y	Y		
PA	Reading and Mathematics Assessment		Y	Y		
PA	Writing Assessment		Y	Y		
RI	Norm-Referenced Testing	Y	Y	Y	Y	General accountability
RI	Writing Assessment	Y	Y	Y	Y	General Accountability
SC	Basic Skills Assessment Program	Y	Y	Y		
SC	Norm-Referenced Testing	Y	Y	Y		
SD	Achievement and Ability Testing		Y		Y	Barometer of local scores to state average
SD	Career Assessment Program				Y	Career Planning

Part 3.15B . What uses are made of the results of the assessment for ***the instructional process***?

ST	Program Component	Student diagnosis or placement	Improvement of instruction, curriculum	Program Evaluation	Other	Please explain
TN	Competency Testing	Y	Y	Y		
TN	Criterion-Referenced Testing		Y	Y		
TN	Norm-Referenced Testing		Y	Y		
TN	Writing Assessment		Y	Y		
TX	TX Assessment of Academic Skills (TAAS)	Y	Y	Y		
UT	Core Curriculum Testing (CRT)	Y	Y	Y		
UT	Core Curriculum Testing (Perf. Assessment)	Y	Y	Y		
UT	Norm-Referenced Testing	Y	Y	Y		
VA	Literacy Passport Test (LPT)	Y	Y	Y		
VT	Portfolio Assessment		Y	Y		
VT	Uniform Assessment		Y	Y		
WA	Basic Assessment Program	Y	Y	Y		
WI	Knowledge & Concepts Component of the WSAS	Y	Y	Y		
WI	Third Grade Reading Test (TGRT)	Y	Y	Y		
WV	Norm-Referenced Testing		Y	Y		
WV	WV-STEP		Y	Y		
WV	Writing Assessment		Y	Y		
	Totals by Component	47	93	70	7	
	Totals by State	27	44	39	5	

Part 3.15C What uses are made of the results of the assessment for ***student accountability***?

ST	Program Component	Student awards or recognition	Student promotion	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Other	Please explain
AL	High School Basic Skills Exit Exam					Y		
AL	Math End-of Course Test						Y	Course grades
CA	Career-Technical Assessment Program (C-TAP)	Y						
CA	Golden State Exams	Y						
FL	FL Writing Assessment Program	Y						
FL	High School Competency Test (HSCT)					Y		
GA	GA High School Graduation Tests (GHSGT)					Y		
GA	Writing Assessment					Y		
HI	Credit by Examination (CbyE)						Y	Course Credit for Students
HI	Test of Essential Competencies (HSTEC)					Y		
IN	Statewide Assessment		Y					
LA	LA Educational Assessment Program (LEAP)		Y					
LA	LA Graduation Exit Examination	Y				Y		
MD	MD Functional Testing Program					Y		
ME	State Tests	Y						
MI	Employability Skills Portfolio	L						
MI	MI Educational Assessment Program (MEAP)	Y			Y			
MS	Functional Literacy Examination (FLE)					Y		
NC	Competency Testing					Y		
ND	Achievement and Ability Testing	Y						
NJ	Grade 11 High School Proficiency Test					Y		
NM	High School Competency Examination					Y		
NM	Reading Assessment for Grades 1 and 2		Y					
NV	High School Proficiency Examination Program					Y		

Part 3.15C What uses are made of the results of the assessment for ***student accountability***?

ST	Program Component	Student awards or recognition	Student promotion	Honors high school diploma	Endorsed high school diploma	High school graduation (exit requirement)	Other	Please explain
NY	Occupational Education Proficiency Examinations			Y		Y		
NY	Regents Competency Tests					Y		
NY	Regents Examination Programs	Y		Y	Y	Y		
OH	Fourth-Grade Proficiency Testing						Y	Intervention required in next grade
OH	Ninth-Grade Proficiency Testing					Y		
OH	Twelfth-Grade Proficiency Testing			Y				
OK	OK Core Curriculum Tests						Y	CRT results indicate whether student has met the Satisfactory Performance Standard Set for the specific grade and content area.
SC	Basic Skills Assessment Program		Y			Y		
SC	Norm-Referenced Testing		Y					
TN	Competency Testing			Y	Y	Y		
TX	TX Assessment of Academic Skills (TAAS)	Y				Y		
UT	Norm-Referenced Testing	Y						
VA	Literacy Passport Test (LPT)	Y	Y			Y		
	Totals by Component	12	6	4	3	20	4	
	Totals by State	11	5	3	3	17	4	

Part 3.15D What uses are made of the results of the assessment for ***school accountability***?

ST	Program Component	School awards or recognition	School performance reporting	High school skills guarantee	School accred-itation	Other inter-vention	Please explain
AK	Norm-Referenced Testing		Y				
AL	Basic Competency Tests		Y				
AL	High School Basic Skills Exit Exam		Y				
AL	Math End-of Course Test		Y				
AL	Norm-Referenced Testing		Y				
AL	Writing Assessment		Y				
AZ	Norm-Referenced Testing		Y				
CT	CT Academic Performance Test (CAPT)		Y	Y			
CT	CT Mastery Test (CMT)		Y				
FL	FL Writing Assessment Program		Y			Y	One factor in identification of low performing schools.
FL	Grade Ten Assessment Test (GTAT)		Y				
FL	High School Competency Test (HSCT)		Y			Y	One factor in identification of low performing schools.
GA	Curriculum-Based Assessments (CBA)		Y				
GA	Norm-Referenced Testing	Y	Y				
GA	Writing Assessment		Y				
HI	Norm-Referenced Testing		Y				
HI	Test of Essential Competencies (HSTEC)		Y				
ID	Norm-Referenced Testing		Y				
ID	Writing Assessment		Y				
IL	IL Goal Assessment Program (IGAP)		Y		Y		
IN	Statewide Assessment	Y	Y		Y		
KS	KS Assessment Program		Y		Y		
KY	Open Response Questions	Y					
KY	Performance events	Y					
KY	Portfolio Assessment	Y					

Part 3.15D What uses are made of the results of the assessment for ***school accountability***?

ST	Program Component	School awards or recognition	School performance reporting	High school skills guarantee	School accred-itation	Other inter-vention	Please explain
LA	LA Educational Assessment Program (LEAP)		Y				
LA	LA Graduation Exit Examination		Y	Y			
LA	Norm-Referenced Testing		Y				
MD	MD Functional Testing Program		Y	Y	Y		
MD	MD School Perf. Assessment Program (MSPAP)	Y	Y				
ME	State Tests		Y				
MI	Employability Skills Portfolio					Y	Emerging as part of school-to-work evaluation
MI	MI Educational Assessment Program (MEAP)	Y	Y		Y		
MO	MO Mastery and Achievement Test (MMAT)				Y		
MS	Functional Literacy Examination (FLE)				Y		
MS	Norm-Referenced Testing				Y		
MT	Student Assessment Requirement					Y	Statewide summary reported to the Board of Public Education
NC	Competency Testing					Y	School monitoring
NC	NC Testing Program		Y		Y		
ND	Achievement and Ability Testing				Y		
NH	NH Ed. Improvement and Assessment Program		Y				
NJ	Grade 11 High School Proficiency Test		Y		Y		
NJ	Grade 8 Early Warning Test		Y		Y		
NM	High School Competency Examination		Y	Y			
NM	Norm-Referenced Testing		Y				
NM	Reading Assessment for Grades 1 and 2		Y				
NM	Writing Assessment		Y				
NV	High School Proficiency Examination Program		Y	Y			
NV	Norm-Referenced Testing		Y				
NV	Writing Proficiency Examination-Grade 8		Y				

Part 3.15D What uses are made of the results of the assessment for ***school accountability***?

ST	Program Component	School awards or recognition	School performance reporting	High school skills guarantee	School accred-itation	Other inter-vention	Please explain
NY	Occupational Education Proficiency Examinations		Y			Y	
NY	Preliminary Competency Tests		Y			Y	
NY	Program Evaluation Tests		Y			Y	
NY	Pupil Evaluation Program Tests		Y			Y	
NY	Regents Competency Tests		Y			Y	
NY	Regents Examination Programs		Y			Y	
OH	Fourth-Grade Proficiency Testing		Y			Y	
OH	Ninth-Grade Proficiency Testing		Y			Y	
OH	Twelfth-Grade Proficiency Testing		Y				
OK	Norm Referenced Testing		Y				
OK	OK Core Curriculum Tests		Y				
OR	Reading and Mathematics Assessment		Y				
OR	Writing Assessment		Y				
PA	Reading and Mathematics Assessment		Y				
PA	Writing Assessment		Y				
RI	Norm-Referenced Testing		Y				
RI	Writing Assessment		Y				
SC	Basic Skills Assessment Program	Y	Y	Y			
SC	Norm-Referenced Testing	Y	Y				
TN	Competency Testing		Y				
TN	Norm-Referenced Testing	Y	Y				
TX	TX Assessment of Academic Skills (TAAS)	Y	Y	Y	Y		
UT	Norm-Referenced Testing		Y				
VA	Literacy Passport Test (LPT)		Y				
VA	Norm-Referenced Testing (VSAP)		Y				
VT	Portfolio Assessment		Y				
VT	Uniform Assessment		Y				

Part 3.15D What uses are made of the results of the assessment for ***school accountability***?

ST	Program Component	School awards or recognition	School performance reporting	High school skills guarantee	School accred-itation	Other inter-vention	Please explain
WA	Basic Assessment Program		Y				
WI	Knowledge & Concepts Component of the WSAS		Y				
WI	Third Grade Reading Test (TGRT)		Y				
WV	Norm-Referenced Testing		Y	Y	Y		
WV	WV-STEP		Y				
WV	Writing Assessment		Y				
	Totals by Component	11	73	8	14	10	
	Totals by State	8	35	8	12	3	

Part 3.15E What uses are made of the results of the assessment for ***school staff accountability***?

ST	Program Component	Teacher awards or recognition	Teacher monetary awards	Teacher evaluation or certification	Teacher salary adjustments	Other	Please explain
NC	NC Testing Program					Y	Teacher self-apprasal
NY	Preliminary Competency Tests	L		L			
NY	Pupil Evaluation Program Tests	L		L			
WI	Knowledge & Concepts Component of the WSAS					Y	Districts are specifically prohibited from using test scores as evaluation for teacher performance.
IL	IL Goal Assessment Program (IGAP)					Y	State accountability and policy making
NY	Occupational Education Proficiency Examinations	L		L			
NY	Program Evaluation Tests	L		L			
NY	Regents Competency Tests	L		L			
NY	Regents Examination Programs	L		L			
TN	Norm-Referenced Testing			Y			
	Totals by Component	0	0	1	0	2	
	Totals by State						

Part 3.16A Does this assessment component have consequences for ***schools***?

ST	Program Component	Funding gain	Exemption from regulations	Warnings	Probation, watch lists	Funding loss	Accreditation loss	Takeover	Dissolution	Other
AK	Norm-Referenced Testing									
AK	Writing Assessment									
AL	Basic Competency Tests						Y			
AL	Differential Aptitude Test w/Career Interest									
AL	High School Basic Skills Exit Exam									
AL	Math End-of Course Test						Y			
AL	Norm-Referenced Testing			Y	Y		Y	Y		
AL	Writing Assessment						Y			
AR	Norm-Referenced Testing			Y	Y					
AZ	Norm-Referenced Testing									
CA	Career-Technical Assessment Program (C-TAP)									
CA	Golden State Exams									
CT	CT Academic Performance Test (CAPT)									
CT	CT Mastery Test (CMT)	Y								
DE	Interim Assessment									
FL	FL Writing Assessment Program									
FL	Grade Ten Assessment Test (GTAT)									
FL	High School Competency Test (HSCT)									
GA	Curriculum-Based Assessments (CBA)		Y							
GA	GA High School Graduation Tests (GHSGT)									
GA	GA Kindergarten Assessment Program (GKAP)									
GA	Norm-Referenced Testing									
GA	Writing Assessment									
HI	Credit by Examination (CbyE)									
HI	Norm-Referenced Testing	Y								
HI	Test of Essential Competencies (HSTEC)									
ID	Norm-Referenced Testing									
ID	Writing Assessment									
IL	IL Goal Assessment Program (IGAP)		Y		Y	Y	Y			
IN	Statewide Assessment									

Part 3.16A Does this assessment component have consequences for ***schools***?

ST	Program Component	Funding gain	Exemption from regulations	Warnings	Probation, watch lists	Funding loss	Accreditation loss	Takeover	Dissolution	Other
KS	KS Assessment Program									
KY	Open Response Questions		Y	Y	Y	Y		Y	Y	
KY	Performance events		Y	Y	Y			Y	Y	
KY	Portfolio Assessment		Y	Y	Y			Y	Y	
LA	Kindergarten Develop. Readiness Screen. Prog.									
LA	LA Educational Assessment Program (LEAP)	Y				Y				
LA	LA Graduation Exit Examination					Y				
LA	Norm-Referenced Testing									
MD	MD Functional Testing Program	Y		Y	Y			Y		
MD	MD School Perf. Assessment Program (MSPAP)	Y			Y		Y			
MD	Norm-Referenced Testing									
ME	State Tests									
MI	Employability Skills Portfolio									
MI	MI Educational Assessment Program (MEAP)			Y	Y	Y	Y	Y	Y	
MN	Essential Learner Outcomes									
MO	MO Mastery and Achievement Test (MMAT)						Y			
MO	Writing Assessment									
MS	Functional Literacy Examination (FLE)		Y	Y	Y		Y	Y		
MS	Norm-Referenced Testing		Y	Y	Y		Y	Y		
MS	Subject Area Testing Program (SATP)		Y	Y	Y		Y	Y		
MT	Student Assessment Requirement									
NC	Competency Testing									
NC	NC Testing Program	Y	Y	Y	Y		Y			
NC	Norm-Referenced Testing									
ND	Achievement and Ability Testing									
NH	NH Ed. Improvement and Assessment Program									
NJ	Grade 11 High School Proficiency Test				Y	Y	Y	Y		
NJ	Grade 8 Early Warning Test				Y	Y	Y	Y		

Part 3.16A Does this assessment component have consequences for ***schools***?

ST	Program Component	Funding gain	Exemption from regulations	Warnings	Probation, watch lists	Funding loss	Accreditation loss	Takeover	Dissolution	Other
NM	High School Competency Examination									
NM	Norm-Referenced Testing									
NM	Reading Assessment for Grades 1 and 2									
NM	Writing Assessment									
NV	High School Proficiency Examination Program									
NV	Norm-Referenced Testing									
NV	Writing Proficiency Examination-Grade 8									
NY	Occupational Education Proficiency Examinations									Y
NY	Preliminary Competency Tests				Y					Y
NY	Program Evaluation Tests									Y
NY	Pupil Evaluation Program Tests				Y					Y
NY	Regents Competency Tests				Y					Y
NY	Regents Examination Programs									Y
OH	Fourth-Grade Proficiency Testing									
OH	Ninth-Grade Proficiency Testing			Y	Y					
OH	Norm-Referenced Testing									
OH	Twelfth-Grade Proficiency Testing									
OK	Norm Referenced Testing		Y	Y	Y		Y	Y	Y	
OK	OK Core Curriculum Tests									
OR	Reading and Mathematics Assessment									
OR	Writing Assessment									
PA	Reading and Mathematics Assessment									
PA	Writing Assessment									
RI	Norm-Referenced Testing									
RI	Writing Assessment									
SC	Basic Skills Assessment Program	Y	Y	Y	Y	Y				
SC	Norm-Referenced Testing	Y		Y	Y					
SD	Achievement and Ability Testing									
SD	Career Assessment Program									

Part 3.16A Does this assessment component have consequences for ***schools***?

ST	Program Component	Funding gain	Exemption from regulations	Warnings	Probation, watch lists	Funding loss	Accreditation loss	Takeover	Dissolution	Other
TN	Competency Testing									
TN	Criterion-Referenced Testing									
TN	Norm-Referenced Testing	Y		Y	Y			Y		
TN	Writing Assessment									
TX	TX Assessment of Academic Skills (TAAS)		Y	Y	Y		Y	Y	Y	
UT	Core Curriculum Testing (CRT)									
UT	Core Curriculum Testing (Perf. Assessment)									
UT	Norm-Referenced Testing									
VA	Literacy Passport Test (LPT)									Y
VA	Norm-Referenced Testing (VSAP)									
VT	Portfolio Assessment									
VT	Uniform Assessment									
WA	Basic Assessment Program	Y								Y
WI	Knowledge & Concepts Component of the WSAS									
WI	Third Grade Reading Test (TGRT)									Y
WV	Norm-Referenced Testing						Y			
WV	WV-STEP									
WV	Writing Assessment									
	Totals by Component	10	12	17	24	8	17	14	6	9
	Totals by State	8	8	12	15	6	11	9	4	4

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Part 3.16B Does this assessment component have consequences for ***school staff***?

ST	Program Component	Financial rewards	Certification status gain	Probation	Certification status loss	Financial penalties	Other
AK	Norm-Referenced Testing						
AK	Writing Assessment						
AL	Basic Competency Tests						
AL	Differential Aptitude Test w/Career Interest						
AL	High School Basic Skills Exit Exam						
AL	Math End-of Course Test		Y				
AL	Norm-Referenced Testing						
AL	Writing Assessment						
AR	Norm-Referenced Testing						
AZ	Norm-Referenced Testing						
CA	Career-Technical Assessment Program (C-TAP)						
CA	Golden State Exams						
CT	CT Academic Performance Test (CAPT)						
CT	CT Mastery Test (CMT)						
DE	Interim Assessment						
FL	FL Writing Assessment Program						
FL	Grade Ten Assessment Test (GTAT)						
FL	High School Competency Test (HSCT)						
GA	Curriculum-Based Assessments (CBA)						
GA	GA High School Graduation Tests (GHSGT)						
GA	GA Kindergarten Assessment Program (GKAP)						
GA	Norm-Referenced Testing						
GA	Writing Assessment						
HI	Credit by Examination (CbyE)						
HI	Norm-Referenced Testing						
HI	Test of Essential Competencies (HSTEC)						
ID	Norm-Referenced Testing						
ID	Writing Assessment						
IL	IL Goal Assessment Program (IGAP)						
IN	Statewide Assessment						
KS	KS Assessment Program						
KY	Open Response Questions	Y					
KY	Performance events	Y		Y		Y	
KY	Portfolio Assessment	Y					
LA	Kindergarten Develop. Readiness Screen. Prog.						
LA	LA Educational Assessment Program (LEAP)						
LA	LA Graduation Exit Examination						
LA	Norm-Referenced Testing						
MD	MD Functional Testing Program						
MD	MD School Perf. Assessment Program (MSPAP)						
MD	Norm-Referenced Testing						
ME	State Tests						

Part 3.16B Does this assessment component have consequences for ***school staff***?

ST	Program Component	Financial rewards	Certification status gain	Probation	Certification status loss	Financial penalties	Other
MI	Employability Skills Portfolio						
MI	MI Educational Assessment Program (MEAP)						
MN	Essential Learner Outcomes						
MO	MO Mastery and Achievement Test (MMAT)						
MO	Writing Assessment						
MS	Functional Literacy Examination (FLE)						
MS	Norm-Referenced Testing						
MS	Subject Area Testing Program (SATP)						
MT	Student Assessment Requirement						
NC	Competency Testing						
NC	NC Testing Program	Y					
NC	Norm-Referenced Testing						
ND	Achievement and Ability Testing						
NH	NH Ed. Improvement and Assessment Program						
NJ	Grade 11 High School Proficiency Test						
NJ	Grade 8 Early Warning Test						
NM	High School Competency Examination						
NM	Norm-Referenced Testing						
NM	Reading Assessment for Grades 1 and 2						
NM	Writing Assessment						
NV	High School Proficiency Examination Program						
NV	Norm-Referenced Testing						
NV	Writing Proficiency Examination-Grade 8						
NY	Occupational Education Proficiency Examinations	L	L	L	L	L	L
NY	Preliminary Competency Tests	L	L	L	L	L	L
NY	Program Evaluation Tests	L	L	L	L	L	L
NY	Pupil Evaluation Program Tests	L	L	L	L	L	L
NY	Regents Competency Tests	L	L	L	L	L	L
NY	Regents Examination Programs	L	L	L	L	L	L
OH	Fourth-Grade Proficiency Testing						
OH	Ninth-Grade Proficiency Testing						
OH	Norm-Referenced Testing						
OH	Twelfth-Grade Proficiency Testing						
OK	Norm Referenced Testing						
OK	OK Core Curriculum Tests						
OR	Reading and Mathematics Assessment						
OR	Writing Assessment						
PA	Reading and Mathematics Assessment						
PA	Writing Assessment						
RI	Norm-Referenced Testing						
RI	Writing Assessment						
SC	Basic Skills Assessment Program						
SC	Norm-Referenced Testing						

Part 3.16B Does this assessment component have consequences for ***school staff***?

ST	Program Component	Financial rewards	Certification status gain	Probation	Certification status loss	Financial penalties	Other
SD	Achievement and Ability Testing						
SD	Career Assessment Program						
TN	Competency Testing						
TN	Criterion-Referenced Testing						
TN	Norm-Referenced Testing						
TN	Writing Assessment						
TX	TX Assessment of Academic Skills (TAAS)						
UT	Core Curriculum Testing (CRT)						
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing						
VA	Literacy Passport Test (LPT)						
VA	Norm-Referenced Testing (VSAP)						
VT	Portfolio Assessment						
VT	Uniform Assessment						
WA	Basic Assessment Program						
WI	Knowledge & Concepts Component of the WSAS						
WI	Third Grade Reading Test (TGRT)						
WV	Norm-Referenced Testing						
WV	WV-STEP						
WV	Writing Assessment						
	Totals by Component	4	1	1	0	1	0
	Totals by State	2	1	1	0	1	0

Note: NY leaves school staff decisions to local districts. That is why they are coded with an "L"

Part 3.17 On this assessment, have performance standards or acceptable levels of school, or student performance been set?
Part 3.18 What are the performance standards or acceptable levels of performance referred to in Part 3.17?

ST	Program Component	School	Student	Please describe the performance standards
AK	Norm-Referenced Testing	No	No	
AK	Writing Assessment			
AL	Basic Competency Tests	No	No	
AL	Differential Aptitude Test w/Career Interest	No	No	
AL	High School Basic Skills Exit Exam	No	Yes	Passing Scores: For reading 68, mathematics 65, language 65
AL	Math End-of Course Test	No	No	
AL	Norm-Referenced Testing	Yes	Yes	
AL	Writing Assessment	No	No	
AR	Norm-Referenced Testing	No	No	
AZ	Norm-Referenced Testing	No	No	
CA	Career-Technical Assessment Program (C-TAP)	No	No	
CA	Golden State Exams	No	No	
CT	CT Academic Performance Test (CAPT)	No	Yes	Each subtest has a goal standard representing a fairly high level of academic performance.
CT	CT Mastery Test (CMT)	No	Yes	Mastery standards by objective or by objective cluster. State goal standards in writing, reading (DRP), and math based on raw score demarcations.
DE	Interim Assessment	No	Yes	Set by Delaware teachers in 93. Three levels: meets or exceeds the standard; approaches the standard; considerably below the standard
FL	FL Writing Assessment Program	No	No	
FL	Grade Ten Assessment Test (GTAT)			
FL	High School Competency Test (HSCT)		Yes	A minimum scale score of 700 is required for passing each of the two sections, mathematics and communications, of the HSCT.
GA	Curriculum-Based Assessments (CBA)	Yes	No	State goal and quality performance scores
GA	GA High School Graduation Tests (GHSGT)	No	Yes	Pass/Fail cut scores
GA	GA Kindergarten Assessment Program (GKAP)	No	Yes	Pass/Fail cut score
GA	Norm-Referenced Testing	No	No	
GA	Writing Assessment	No	No	
HI	Credit by Examination (CbyE)	No	Yes	Pass/Fail cut scores.
HI	Norm-Referenced Testing	No	No	
HI	Test of Essential Competencies (HSTEC)	No	Yes	Pass/Fail cut score

Part 3.17 On this assessment, have performance standards or acceptable levels of school, or student performance been set?

Part 3.18 What are the performance standards or acceptable levels of performance referred to in Part 3.17?

ST	Program Component	School	Student	Please describe the performance standards
ID	Norm-Referenced Testing	No	No	
ID	Writing Assessment	No	Yes	On a 5-point scale, a 3 or better is considered acceptable or proficient at grade level.
IL	IL Goal Assessment Program (IGAP)	Yes	Yes	Performance Standards comprise 1) verbal, operational definitions of what students must know and be able to do for each learning area (e.g. reading) at the cited grade level(s) to attain the determination of "Meets Standards" or "Exceeds Standards" and 2) The score level (e.g. 177 for "Meets Standards" and 338 for "Exceeds Standards", on a scale of 0-500, on the grade 3 reading IGAP assessment), which the student must attain in order to attain the determination(s).
IN	Statewide Assessment	Yes	Yes	Student expectations for the essential skills. School-expected performance.
KS	KS Assessment Program	No	No	
KY	Open Response Questions	Yes	Yes	Performance standards are identified in four categories: "Distinguished," "Proficient," "Apprentice," and "Novice." These categories are defined in each discipline area and are currently being reviewed.
KY	Performance events	Yes	Yes	Performance standards are identified in four categories: "Distinguished," "Proficient," "Apprentice," and "Novice." These categories are defined in each discipline area and are currently being reviewed.
KY	Portfolio Assessment	Yes	Yes	Performance standards are identified in four categories: "Distinguished," "Proficient," "Apprentice," and "Novice." These categories are defined in each discipline area and are currently being reviewed.
LA	Kindergarten Develop. Readiness Screen. Prog.	No	No	
LA	LA Educational Assessment Program (LEAP)	No	Yes	The performance standards are established in terms of pass or fail based on scaled scores in Language Arts and Math.
LA	LA Graduation Exit Examination	No	Yes	The performance standards are established in terms of pass or fail based on scaled scores in Language Arts and Math.
LA	Norm-Referenced Testing	No	No	

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Part 3.17 On this assessment, have performance standards or acceptable levels of school, or student performance been set?

Part 3.18 What are the performance standards or acceptable levels of performance referred to in Part 3.17?

ST	Program Component	School	Student	Please describe the performance standards
MD	MD Functional Testing Program	Yes	Yes	Students must pass with a scale score of 340. State Standards -- grade 9 Excellent: Reading 97, Math 90, Writing 96, Citizenship 92 Satisfactory: Reading 95, Math 80, Writing 90, Citizenship 85 School Standards -- grade 11 Excellent: Reading 99, Math 99, Writing 99, Citizenship 99, All Tests 96 Satisfactory: Reading 97, Math 97, Writing 97, Citizenship 97, All Tests 90
MD	MD School Perf. Assessment Program (MSPAP)	Yes	No	For a given school to achieve satisfactory performance in a particular area/grade level, 70% of students must achieve satisfactory performance (level 3 and above). Furthermore, to achieve excellent performance, a school must be at satisfactory and 25% of students must achieve excellent performance.
MD	Norm-Referenced Testing	No	No	
ME	State Tests	No	Yes	Proficiency levels in reading, writing, and mathematics.
MI	Employability Skills Portfolio	No	Yes	Benchmarks identify concretely what students need as evidenced in each area. Students must include written analysis of exhibits. No "Percent Met" standard has been set.
MI	MI Educational Assessment Program (MEAP)	No	No	
MN	Essential Learner Outcomes	Yes	No	Set for each outcome in terms of percentage of items correct for outcome.
MO	MO Mastery and Achievement Test (MMAT)	Yes	Yes	Pass/Fail score for students; schools need to show improvement across time.
MO	Writing Assessment	Yes	Yes	Pass/Fail score for students; schools need to show improvement across time.
MS	Functional Literacy Examination (FLE)	Yes	Yes	Achievement of a composite scaled score of 699 and no less that 211 in any test (students tested in reading, mathematics, and written communication)
MS	Norm-Referenced Testing	Yes	Yes	Recommended levels of performance include low average, high average, and above average, which represents a district's overall normative performance level.
MS	Subject Area Testing Program (SATP)	No	No	
MT	Student Assessment Requirement	No	No	
NC	Competency Testing	No	Yes	Pass/Fail score determined for each subject tested (Reading & Math)
NC	NC Testing Program	No	Yes	Student: Grade level and course specific proficiency as defined by NC teachers in evaluating their students - these judgements are linked with student performance to determine levels of performance. School: currently setting school performance standards for implementation in 1996-1997.
NC	Norm-Referenced Testing	No	No	
ND	Achievement and Ability Testing	No	No	

Part 3.17 On this assessment, have performance standards or acceptable levels of school, or student performance been set?

Part 3.18 What are the performance standards or acceptable levels of performance referred to in Part 3.17?

ST	Program Component	School	Student	Please describe the performance standards
NH	NH Ed. Improvement and Assessment Program	No	No	
NJ	Grade 11 High School Proficiency Test	Yes	Yes	Each district must have 85% of their 11th graders pass the HSPT and 75% pass the EWT to be certified. Every student must pass the HSPT to graduate.
NJ	Grade 8 Early Warning Test	Yes	Yes	Each district must have 85% of their 11th graders pass the HSPT and 75% pass the EWT to be certified. Every student must pass the HSPT to graduate.
NM	High School Competency Examination	No	Yes	Pass/Fail Scores
NM	Norm-Referenced Testing	No	No	
NM	Reading Assessment for Grades 1 and 2	No	Yes	There are three classifications of student performance, but the assessment method is determined by the school district.
NM	Writing Assessment			
NV	High School Proficiency Examination Program	No	Yes	Perform at or above 16th percentile of baseline state norms established in 1991 on NRT. Assessment requires writing to each of two prompts for 30 minutes each. Each prompt scored on a 6-point scale. The two scores are added, possible scores range from 2-12, and a 1 is required for passing.
NV	Norm-Referenced Testing	No	Yes	At or above the 23rd percentile in reading and mathematics at grades 4 and 8, and in language at grade 4.
NV	Writing Proficiency Examination-Grade 8	No	Yes	Four traits scored on a 5-point scale. Student must score 3 or higher on all four traits to demonstrate adequate achievement.
NY	Occupational Education Proficiency Examinations	No	Yes	Pass/Fail cut score set at 65 out of 100
NY	Preliminary Competency Tests	No	Yes	Pass/Fail cut score
NY	Program Evaluation Tests	No	No	
NY	Pupil Evaluation Program Tests	Yes	Yes	Student pass/fail scores; schools are evaluated by student results.
NY	Regents Competency Tests		Yes	In tests other than reading pass/fail cut score is set at 65 out of 100.
NY	Regents Examination Programs	No	Yes	Pass/Fail cutscore set at 65 out of 100

Part 3.17 On this assessment, have performance standards or acceptable levels of school, or student performance been set?

Part 3.18 What are the performance standards or acceptable levels of performance referred to in Part 3.17?

ST	Program Component	School	Student	Please describe the performance standards
OH	Fourth-Grade Proficiency Testing	No	Yes	In 1994-95, the State Board of Education established an initial standard for each of the four test areas, and adopted two incremental increases, each equivalent to the standard error in scaled score units for reading, mathematics, and citizenship. The increases are effective in March 1997 and March 1999. Department of Education staff will recommend after the March 1996 administration whether or not to increase the standard for wirting. Performance standards for schools have been proposed. Proposed standards are 75 percent proficient in each area assessed. Schools not meeting standards would target these areas in school improvement plans.
OH	Ninth-Grade Proficiency Testing	No	Yes	Standards were established for each test area in Fall 1990. Passing standards for each subsequent form are equated statistically to the standards for the first form. Proposed performance standards for schools include: at least 75 percent passing each test by end of ninth grade and 85 percent by end of tenth grade.
OH	Norm-Referenced Testing	No	No	
OH	Twelfth-Grade Proficiency Testing	No	Yes	The State Board of Education established two Standards for each test area (Proficient and Honors-level) for 1993-94. The Board also approved two incremental increases for the proficient standards in each test area except writing--which will have one increase. Increases are effective in February 1996 and February 1998. Proposed performance standards for schools would require at least 75 percent of the students tested to meet the proficient-level standard in each test area.
OK	Norm Referenced Testing	Yes	No	Schools that fail to meet the standards listed below are put on a Low-Performing list (by building site). If they are on this list two (2) consecutive years, the 3rd consecutive year, they are moved to a High-Challenge list. NPR of 50 and above and SPR of 26 and above. Must meet both of the SE.
OK	OK Core Curriculum Tests	No	Yes	We are currently deriving Scale Score equivalents which tie to the raw score standards established at the end of the first year of implementation of each grade level and content area tests. This will allow for equating subsequent forms of the same test in order to maintain the initial performance standards while adjusting for differences in test difficulty across forms of a given test.
OR	Reading and Mathematics Assessment	No	No	
OR	Writing Assessment	No	No	
PA	Reading and Mathematics Assessment			
PA	Writing Assessment		Yes	Minimum acceptable writing is score of 7 on a 12-point scale.

Part 3.17 On this assessment, have performance standards or acceptable levels of school, or student performance been set?

Part 3.18 What are the performance standards or acceptable levels of performance referred to in Part 3.17?

ST	Program Component	School	Student	Please describe the performance standards
RI	Norm-Referenced Testing	No	No	
RI	Writing Assessment	No	No	
SC	Basic Skills Assessment Program	Yes	Yes	Part of formula used for awarding school incentive awards. 25% of promotion criteria for students 700-passing score for mathematics, reading, science 3 or above on 4 point scale is passing for writing
SC	Norm-Referenced Testing	Yes	Yes	25% of promotion criteria for students Part of formula used for awarding school incentive awards.
SD	Achievement and Ability Testing	No	No	
SD	Career Assessment Program	No	No	
TN	Competency Testing	No	Yes	Students must answer 70% of the Math items correctly and 70% of the Language items correctly.
TN	Criterion-Referenced Testing	No	No	
TN	Norm-Referenced Testing	Yes	Yes	Tennessee's Value Added Assessment System
TN	Writing Assessment	No	No	
TX	TX Assessment of Academic Skills (TAAS)	Yes	Yes	STUDENTS: All current tests carry a passing standard equivalent to approximately 70% of the items correct on the base test form. These standards are established by the State Board of Education. SCHOOLS: The Accountability Rating System for Texas Public Schools and School Districts includes student performance results on the TAAS reading and mathematics tests at Grades 3 through 8 and 10, and writing at Grades 4, 8, and 10. The system uses four categories, exemplary, recognized, accredited/acceptable, and accredited warned/low-performing. The percentage of passing for each rating category listed below includes all students (not in special education) and each student group. Student groups are African American, Hispanic, White, and Economically Disadvantaged. Exemplary: at least 95% of students passing each subject area Recognized: at least 70% of students passing each subject area Accredited/Acceptable: at least 25% of students passing each subject area Accredited Warned/Low-Performing: less than 25% passing any subject area
UT	Core Curriculum Testing (CRT)	Yes	Yes	NAEP linked proficiency levels for schools; NAEP linked proficiency levels and minimum expected correct by concept area for students.
UT	Core Curriculum Testing (Perf. Assessment)			
UT	Norm-Referenced Testing	Yes	No	

Part 3.17 On this assessment, have performance standards or acceptable levels of school, or student performance been set?

Part 3.18 What are the performance standards or acceptable levels of performance referred to in Part 3.17?

ST	Program Component	School	Student	Please describe the performance standards
VA	Literacy Passport Test (LPT)	No	Yes	Students must achieve a scale score of at least 250 on each of the three parts of the test (reading, writing, and mathematics) to pass. The reading and mathematics test form as well as the writing prompts are equated so that the passing standard of 250 remain constant across administrations.
VA	Norm-Referenced Testing (VSAP)	No	No	
VT	Portfolio Assessment	No	Yes	On a 4 point scale a goal of 3 or 4 is considered accepted or outstanding.
VT	Uniform Assessment	No	Yes	On a 4 point scale a goal of 3 or 4 is considered accepted or outstanding.
WA	Basic Assessment Program	No	No	
WI	Knowledge & Concepts Component of the WSAS	No	No	Planned for advanced, proficient, nearly proficient, attempted, non-scorable.
WI	Third Grade Reading Test (TGRT)		Yes	--Above the standard --Inconclusive --Below the standard
WV	Norm-Referenced Testing	Yes	No	School performance is set at the 50th percentile, tied to performance criteria
WV	WV-STEP	No	Yes	Cut score varies with grade level and subject tested.
WV	Writing Assessment	No	No	

	School	Student
Totals by Component	Yes = 25 No = 71	Yes = 55 No = 45
Totals by State	Yes = 17 No = 33	Yes = 32 No = 32

Part 3.19 Are the performance standards or high school graduation requirements different for special needs students?

		IEP		LEP		
ST	Program Component	High School Graduation	Performance Standards	High School Graduation	Performance Standards	Please Explain
AK	Norm-Referenced Testing					
AK	Writing Assessment					
AL	Basic Competency Tests		No		No	
AL	Differential Aptitude Test w/Career Interest					
AL	High School Basic Skills Exit Exam	No	No	No	No	
AL	Math End-of Course Test					
AL	Norm-Referenced Testing		No		No	
AL	Writing Assessment					
AR	Norm-Referenced Testing					
AZ	Norm-Referenced Testing					
CA	Career-Technical Assessment Program (C-TAP)					
CA	Golden State Exams					
CT	CT Academic Performance Test (CAPT)		No		No	
CT	CT Mastery Test (CMT)		No		No	
DE	Interim Assessment		No		No	
FL	FL Writing Assessment Program					
FL	Grade Ten Assessment Test (GTAT)					
FL	High School Competency Test (HSCT)	No	Yes	No	No	Optional graduation requirements leading to a "special diploma" are available to students in designated ESE categories.
GA	Curriculum-Based Assessments (CBA)					
GA	GA High School Graduation Tests (GHSGT)	No	No	No	No	
GA	GA Kindergarten Assessment Program (GKAP)					
GA	Norm-Referenced Testing					
GA	Writing Assessment					

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Part 3.19 Are the performance standards or high school graduation requirements different for special needs students?

		IEP		LEP		
ST	Program Component	High School Graduation	Performance Standards	High School Graduation	Performance Standards	Please Explain
HI	Credit by Examination (CbyE)		No		No	
HI	Norm-Referenced Testing					
HI	Test of Essential Competencies (HSTEC)	No	No	No	No	
ID	Norm-Referenced Testing					
ID	Writing Assessment		No		No	
IL	IL Goal Assessment Program (IGAP)		No		No	
IN	Statewide Assessment		No		No	
KS	KS Assessment Program					
KY	Open Response Questions		No		No	
KY	Performance events		No		No	
KY	Portfolio Assessment		No		No	
LA	Kindergarten Develop. Readiness Screen. Prog.					
LA	LA Educational Assessment Program (LEAP)		No		No	
LA	LA Graduation Exit Examination	No	No	No	No	
LA	Norm-Referenced Testing					
MD	MD Functional Testing Program	No	No	No	No	
MD	MD School Perf. Assessment Program (MSPAP)					
MD	Norm-Referenced Testing					
ME	State Tests		No		No	
MI	Employability Skills Portfolio		No		No	
MI	MI Educational Assessment Program (MEAP)					
MN	Essential Learner Outcomes					

Part 3.19 Are the performance standards or high school graduation requirements different for special needs students?

		IEP		LEP		
ST	Program Component	High School Graduation	Performance Standards	High School Graduation	Performance Standards	Please Explain
MO	MO Mastery and Achievement Test (MMAT)	Yes	No	No	No	certification of attendance
MO	Writing Assessment		No		No	
MS	Functional Literacy Examination (FLE)	No	No	No	No	
MS	Norm-Referenced Testing		No		No	
MS	Subject Area Testing Program (SATP)		No		No	
MT	Student Assessment Requirement					
NC	Competency Testing	No	No	No	No	
NC	NC Testing Program		No		No	
NC	Norm-Referenced Testing					
ND	Achievement and Ability Testing					
NH	NH Ed. Improvement and Assessment Program					
NJ	Grade 11 High School Proficiency Test	Yes		Yes		IEP -- their IEP must exempt them from testing, H. S. grad. standards, etc. LEP -- can take alternate test and get a 133 on maculaitis test if entered ninth grade as LE student.
NJ	Grade 8 Early Warning Test					
NM	High School Competency Examination					
NM	Norm-Referenced Testing					
NM	Reading Assessment for Grades 1 and 2					
NM	Writing Assessment					
NV	High School Proficiency Examination Program	No	No	No	No	
NV	Norm-Referenced Testing		No		No	
NV	Writing Proficiency Examination-Grade 8		No		No	

Part 3.19 Are the performance standards or high school graduation requirements different for special needs students?

ST	Program Component	IEP		LEP		Please Explain
		High School Graduation	Performance Standards	High School Graduation	Performance Standards	
NY	Occupational Education Proficiency Examinations	Yes	No		No	
NY	Preliminary Competency Tests		No		No	
NY	Program Evaluation Tests					
NY	Pupil Evaluation Program Tests		No		No	
NY	Regents Competency Tests		No		No	
NY	Regents Examination Programs	No	No	No	No	
OH	Fourth-Grade Proficiency Testing		No		No	
OH	Ninth-Grade Proficiency Testing	Yes	Yes	No	No	All are required to take and pass tests to graduate, except those specifically exempted by IEP.
OH	Norm-Referenced Testing					
OH	Twelfth-Grade Proficiency Testing		No		No	
OK	Norm Referenced Testing					
OK	OK Core Curriculum Tests		No		No	
OR	Reading and Mathematics Assessment		No		No	
OR	Writing Assessment		No		No	
PA	Reading and Mathematics Assessment					
PA	Writing Assessment					
RI	Norm-Referenced Testing					
RI	Writing Assessment					
SC	Basic Skills Assessment Program	Yes	Yes	Yes	Yes	Student passes if writing conveys meaning. LEP: Permitted alternate writing score scale. IEP: Permitted special accomodations; alternate writing score scale; allows oral administration of reading and math tests
SC	Norm-Referenced Testing		No		No	
SD	Achievement and Ability Testing					
SD	Career Assessment Program					

Part 3.19 Are the performance standards or high school graduation requirements different for special needs students?

		IEP		LEP		
ST	Program Component	High School Graduation	Performance Standards	High School Graduation	Performance Standards	Please Explain
TN	Competency Testing	No		No		
TN	Criterion-Referenced Testing					
TN	Norm-Referenced Testing		No		No	
TN	Writing Assessment					
TX	TX Assessment of Academic Skills (TAAS)	Yes		No	No	Some special education students are exempt from the exit level TAAS requirement.
UT	Core Curriculum Testing (CRT)		No		No	
UT	Core Curriculum Testing (Perf. Assessment)					
UT	Norm-Referenced Testing					
VA	Literacy Passport Test (LPT)	No	No	No	No	
VA	Norm-Referenced Testing (VSAP)					
VT	Portfolio Assessment		No		No	
VT	Uniform Assessment		No		No	
WA	Basic Assessment Program					
WI	Knowledge & Concepts Component of the WSAS					
WI	Third Grade Reading Test (TGRT)		No		No	
WV	Norm-Referenced Testing					
WV	WV-STEP		No		No	
WV	Writing Assessment					

Totals by Component	Yes = 6 No = 12	Yes = 3 No = 48	Yes = 2 No = 15	Yes = 1 No = 51
Totals by State	Yes = 6 No = 12	Yes = 3 No = 28	Yes = 2 No = 15	Yes = 1 No = 30

Part 3.20A If *students with IEPs* are exempted from an assessment, what are the exemption criteria?

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
AK	Norm-Referenced Testing						
AK	Writing Assessment						
AL	Basic Competency Tests					Y	IEP Committee Decision
AL	Differential Aptitude Test w/Career Interest					Y	IEP Committee Decision
AL	High School Basic Skills Exit Exam					Y	IEP Committee Decision
AL	Math End-of Course Test					Y	IEP Committee Decision
AL	Norm-Referenced Testing					Y	IEP Committee Decision
AL	Writing Assessment					Y	IEP Committee Decision
AR	Norm-Referenced Testing	Y					
AZ	Norm-Referenced Testing					Y	Depends on IEP
CA	Career-Technical Assessment Program (C-TAP)						
CA	Golden State Exams						
CT	CT Academic Performance Test (CAPT)					Y	by PPT decision
CT	CT Mastery Test (CMT)					Y	by PPT decision
DE	Interim Assessment					Y	IEP exemption (State guidelines)
FL	FL Writing Assessment Program	Y					
FL	Grade Ten Assessment Test (GTAT)	Y					
FL	High School Competency Test (HSCT)	Y					
GA	Curriculum-Based Assessments (CBA)					Y	
GA	GA High School Graduation Tests (GHSGT)						
GA	GA Kindergarten Assessment Program (GKAP)						
GA	Norm-Referenced Testing					Y	IEP Committee
GA	Writing Assessment					Y	
HI	Credit by Examination (CbyE)						
HI	Norm-Referenced Testing					Y	School Board decision from state guidelines
HI	Test of Essential Competencies (HSTEC)					Y	IEP Committe

Part 3.20A If ***students with IEPs*** are exempted from an assessment, what are the exemption criteria?

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
ID	Norm-Referenced Testing	Y	Y				
ID	Writing Assessment	Y	Y				
IL	IL Goal Assessment Program (IGAP)	Y	Y				
IN	Statewide Assessment	Y					
KS	KS Assessment Program		Y				
KY	Open Response Questions						
KY	Performance events						
KY	Portfolio Assessment						
LA	Kindergarten Develop. Readiness Screen. Prog.						
LA	LA Educational Assessment Program (LEAP)	Y					
LA	LA Graduation Exit Examination	Y					
LA	Norm-Referenced Testing	Y					
MD	MD Functional Testing Program	Y					
MD	MD School Perf. Assessment Program (MSPAP)	Y					
MD	Norm-Referenced Testing						
ME	State Tests					Y	Locally determined
MI	Employability Skills Portfolio						
MI	MI Educational Assessment Program (MEAP)						
MN	Essential Learner Outcomes					Y	Locally determined
MO	MO Mastery and Achievement Test (MMAT)		Y			Y	IEP determined
MO	Writing Assessment		Y			Y	IEP detemined
MS	Functional Literacy Examination (FLE)					Y	No exemptions for high school diploma
MS	Norm-Referenced Testing	Y		Y		Y	SEA Exclusions and Accommodations Policy and Special Education Committee
MS	Subject Area Testing Program (SATP)					Y	SEA's Exclusions & Accom. Policy

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Part 3.20A **If *students with IEPs* are exempted from an assessment, what are the exemption criteria?**

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
MT	Student Assessment Requirement	Y					
NC	Competency Testing						
NC	NC Testing Program		Y				
NC	Norm-Referenced Testing						
ND	Achievement and Ability Testing	Y				Y	Follow what is stated in the IEP.
NH	NH Ed. Improvement and Assessment Program					Y	local team decision
NJ	Grade 11 High School Proficiency Test					Y	child study team recommendation
NJ	Grade 8 Early Warning Test						
NM	High School Competency Examination						
NM	Norm-Referenced Testing						
NM	Reading Assessment for Grades 1 and 2						
NM	Writing Assessment						
NV	High School Proficiency Examination Program						
NV	Norm-Referenced Testing	Y					IEP participate if the are mainstreamed in the subject taken.
NV	Writing Proficiency Examination-Grade 8	Y					
NY	Occupational Education Proficiency Examinations	Y					
NY	Preliminary Competency Tests	Y	Y				
NY	Program Evaluation Tests						
NY	Pupil Evaluation Program Tests						
NY	Regents Competency Tests						
NY	Regents Examination Programs						
OH	Fourth-Grade Proficiency Testing					Y	Test by Test through IEP
OH	Ninth-Grade Proficiency Testing					Y	Through IEP
OH	Norm-Referenced Testing					Y	IEP Exemption Possible
OH	Twelfth-Grade Proficiency Testing						Exemption only through IEP

Part 3.20A If ***students with IEPs*** are exempted from an assessment, what are the exemption criteria?

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
OK	Norm Referenced Testing	Y				Y	Parent
OK	OK Core Curriculum Tests	Y	Y			Y	All students on an IEP have the optron to take or not take the CRT. The parents in conjunction with the IEP team of which they are members make that decision.
OR	Reading and Mathematics Assessment		Y				
OR	Writing Assessment		Y				
PA	Reading and Mathematics Assessment		Y				
PA	Writing Assessment		Y				
RI	Norm-Referenced Testing	Y					
RI	Writing Assessment	Y					
SC	Basic Skills Assessment Program					Y	
SC	Norm-Referenced Testing					Y	
SD	Achievement and Ability Testing	Y					
SD	Career Assessment Program		Y				
TN	Competency Testing	Y	Y			Y	M-Team Decision
TN	Criterion-Referenced Testing	Y	Y				M-Team
TN	Norm-Referenced Testing	Y	Y			Y	M-Team Decision
TN	Writing Assessment	Y	Y			Y	M-Team Decision
TX	TX Assessment of Academic Skills (TAAS)	Y	Y				
UT	Core Curriculum Testing (CRT)						
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing	Y	Y				
VA	Literacy Passport Test (LPT)					Y	Not pursuing a standard diploma
VA	Norm-Referenced Testing (VSAP)						

Part 3.20A If ***students with IEPs*** are exempted from an assessment, what are the exemption criteria?

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
VT	Portfolio Assessment					Y	Professional judgement
VT	Uniform Assessment					Y	Professional judgement
WA	Basic Assessment Program		Y				
WI	Knowledge & Concepts Component of the WSAS					Y	Subject level specific language proficiency
WI	Third Grade Reading Test (TGRT)					Y	Specified in IEP Subject area.
WV	Norm-Referenced Testing	Y	Y				
WV	WV-STEP	Y	Y				
WV	Writing Assessment					Y	IEP Committee
	Totals by Component	33	23	1	0	41	
	Totals by State	19	15	1	0	21	

Part 3.20B If *LEP students* are exempted from an assessment, what are the exemption criteria?

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
AK	Norm-Referenced Testing						
AK	Writing Assessment						
AL	Basic Competency Tests			Y		Y	LEP Committee Decision
AL	Differential Aptitude Test w/Career Interest					Y	LEP Committee Decision
AL	High School Basic Skills Exit Exam					Y	LEP Committee Decision
AL	Math End-of Course Test					Y	LEP Committee Decision
AL	Norm-Referenced Testing			Y		Y	LEP Committee Decision
AL	Writing Assessment			Y		Y	LEP Committee Decision
AR	Norm-Referenced Testing			Y			
AZ	Norm-Referenced Testing				Y		
CA	Career-Technical Assessment Program (C-TAP)						
CA	Golden State Exams						
CT	CT Academic Performance Test (CAPT)				Y		
CT	CT Mastery Test (CMT)				Y		
DE	Interim Assessment			Y			
FL	FL Writing Assessment Program				Y		
FL	Grade Ten Assessment Test (GTAT)				Y		
FL	High School Competency Test (HSCT)				Y		
GA	Curriculum-Based Assessments (CBA)				Y		
GA	GA High School Graduation Tests (GHSGT)						
GA	GA Kindergarten Assessment Program (GKAP)						
GA	Norm-Referenced Testing				Y		
GA	Writing Assessment				Y		
HI	Credit by Examination (CbyE)						
HI	Norm-Referenced Testing					Y	School Board decision from state guidelines
HI	Test of Essential Competencies (HSTEC)						
ID	Norm-Referenced Testing			Y	Y		
ID	Writing Assessment			Y	Y		

Part 3.20B If *LEP students* are exempted from an assessment, what are the exemption criteria?

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
IL	IL Goal Assessment Program (IGAP)	Y	Y	Y	Y		
IN	Statewide Assessment			Y			
KS	KS Assessment Program		Y				
KY	Open Response Questions						
KY	Performance events						
KY	Portfolio Assessment						
LA	Kindergarten Develop. Readiness Screen. Prog.						
LA	LA Educational Assessment Program (LEAP)				Y		
LA	LA Graduation Exit Examination				Y		
LA	Norm-Referenced Testing				Y		
MD	MD Functional Testing Program	Y	Y	Y			
MD	MD School Perf. Assessment Program (MSPAP)			Y	Y		
MD	Norm-Referenced Testing						
ME	State Tests					Y	Locally determined
MI	Employability Skills Portfolio						
MI	MI Educational Assessment Program (MEAP)						
MN	Essential Learner Outcomes					Y	Locally determined
MO	MO Mastery and Achievement Test (MMAT)			Y	Y		
MO	Writing Assessment			Y	Y		
MS	Functional Literacy Examination (FLE)					Y	No exemptions for high school diploma
MS	Norm-Referenced Testing			Y		Y	SEA Exclusions and Accommodations Policy and Special Education Committee
MS	Subject Area Testing Program (SATP)					Y	SEA's Exclusions & Accom. Policy
MT	Student Assessment Requirement						
NC	Competency Testing						
NC	NC Testing Program			Y			
NC	Norm-Referenced Testing						

Part 3.20B If *LEP students* are exempted from an assessment, what are the exemption criteria?

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
ND	Achievement and Ability Testing						
NH	NH Ed. Improvement and Assessment Program					Y	local team decision
NJ	Grade 11 High School Proficiency Test	Y		Y			
NJ	Grade 8 Early Warning Test						
NM	High School Competency Examination						
NM	Norm-Referenced Testing						
NM	Reading Assessment for Grades 1 and 2						
NM	Writing Assessment						
NV	High School Proficiency Examination Program						
NV	Norm-Referenced Testing			Y			LEP exempted if they score below 3 on LAS/O or below 2 on LASR or LASW
NV	Writing Proficiency Examination-Grade 8			Y			
NY	Occupational Education Proficiency Examinations			Y	Y		
NY	Preliminary Competency Tests			Y	Y		
NY	Program Evaluation Tests						
NY	Pupil Evaluation Program Tests				Y		
NY	Regents Competency Tests			Y	Y		
NY	Regents Examination Programs						
OH	Fourth-Grade Proficiency Testing						
OH	Ninth-Grade Proficiency Testing						
OH	Norm-Referenced Testing						
OH	Twelfth-Grade Proficiency Testing						
OK	Norm Referenced Testing	Y		Y	Y	Y	Parent
OK	OK Core Curriculum Tests			Y	Y	Y	Even if a student's English Language proficiency is considered deficient, the parents must sign a letter indicating that their child should not be tested. They can only be exempted for 3 years. This began in Spring 1995.
OR	Reading and Mathematics Assessment		Y	Y			
OR	Writing Assessment		Y	Y			

Part 3.20B If *LEP students* are exempted from an assessment, what are the exemption criteria?

ST	Program Component	Participation in special program	Teacher/ administrator recommendation	English language proficiency	Time in U.S. or school district	Other Criteria	Please Explain
PA	Reading and Mathematics Assessment				Y		
PA	Writing Assessment				Y		
RI	Norm-Referenced Testing				Y		
RI	Writing Assessment				Y		
SC	Basic Skills Assessment Program					Y	
SC	Norm-Referenced Testing					Y	
SD	Achievement and Ability Testing	Y	Y	Y	Y		
SD	Career Assessment Program		Y	Y	Y		
TN	Competency Testing		Y	Y	Y		
TN	Criterion-Referenced Testing			Y	Y		
TN	Norm-Referenced Testing		Y	Y	Y		
TN	Writing Assessment			Y	Y		
TX	TX Assessment of Academic Skills (TAAS)	Y	Y	Y	Y		
UT	Core Curriculum Testing (CRT)						
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing		Y	Y	Y		
VA	Literacy Passport Test (LPT)						
VA	Norm-Referenced Testing (VSAP)						
VT	Portfolio Assessment				Y		
VT	Uniform Assessment				Y		
WA	Basic Assessment Program		Y				
WI	Knowledge & Concepts Component of the WSAS			Y			
WI	Third Grade Reading Test (TGRT)			Y			
WV	Norm-Referenced Testing						
WV	WV-STEP						
WV	Writing Assessment						
	Totals by Component	6	12	35	38	17	
	Totals by State	6	9	20	18	8	

Part 3.21A What kind of accommodations are allowed for students with IEPs or LEP students?

		Students with IEPs			LEP Students		
ST	Program Component	Excluded from assessment	Included, no accommodation	Included, with accommodation	Excluded from assessment	Included, no accommodation	Included, with accommodation
AK	Norm-Referenced Testing	Y			Y		
AK	Writing Assessment						
AL	Basic Competency Tests	Y		Y	Y	Y	
AL	Differential Aptitude Test w/Career Interest	Y		Y	Y	Y	
AL	High School Basic Skills Exit Exam	Y		Y	Y	Y	
AL	Math End-of Course Test	Y		Y	Y	Y	
AL	Norm-Referenced Testing	Y		Y	Y	Y	
AL	Writing Assessment	Y		Y	Y	Y	
AR	Norm-Referenced Testing	Y		Y	Y		
AZ	Norm-Referenced Testing	Y			Y		
CA	Career-Technical Assessment Program (C-TAP)						
CA	Golden State Exams						
CT	CT Academic Performance Test (CAPT)	Y		Y	Y		
CT	CT Mastery Test (CMT)	Y	Y		Y		
DE	Interim Assessment	Y	Y	Y	Y	Y	Y
FL	FL Writing Assessment Program			Y	Y	Y	
FL	Grade Ten Assessment Test (GTAT)			Y	Y	Y	
FL	High School Competency Test (HSCT)			Y			Y
GA	Curriculum-Based Assessments (CBA)			Y		Y	
GA	GA High School Graduation Tests (GHSGT)			Y		Y	
GA	GA Kindergarten Assessment Program (GKAP)						
GA	Norm-Referenced Testing			Y		Y	
GA	Writing Assessment		Y			Y	
HI	Credit by Examination (CbyE)						
HI	Norm-Referenced Testing			Y		Y	
HI	Test of Essential Competencies (HSTEC)			Y		Y	
ID	Norm-Referenced Testing			Y			Y
ID	Writing Assessment			Y			Y
IL	IL Goal Assessment Program (IGAP)	Y	Y	Y	Y	Y	Y
IN	Statewide Assessment	Y		Y	Y		
KS	KS Assessment Program			Y			Y
KY	Open Response Questions			Y			Y
KY	Performance events			Y			Y
KY	Portfolio Assessment			Y			Y

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Part 3.21A What kind of accommodations are allowed for students with IEPs or LEP students?

ST	Program Component	Students with IEPs: Excluded from assessment	Students with IEPs: Included, no accommodation	Students with IEPs: Included, with accommodation	LEP Students: Excluded from assessment	LEP Students: Included, no accommodation	LEP Students: Included, with accommodation
LA	Kindergarten Develop. Readiness Screen. Prog.						
LA	LA Educational Assessment Program (LEAP)			Y	Y		Y
LA	LA Graduation Exit Examination			Y	Y		Y
LA	Norm-Referenced Testing			Y	Y		Y
MD	MD Functional Testing Program			Y			Y
MD	MD School Perf. Assessment Program (MSPAP)	Y		Y	Y		Y
MD	Norm-Referenced Testing						
ME	State Tests			Y			Y
MI	Employability Skills Portfolio			Y			Y
MI	MI Educational Assessment Program (MEAP)			Y			Y
MN	Essential Learner Outcomes	Y			Y		
MO	MO Mastery and Achievement Test (MMAT)			Y	Y		
MO	Writing Assessment			Y	Y		
MS	Functional Literacy Examination (FLE)			Y			Y
MS	Norm-Referenced Testing						
MS	Subject Area Testing Program (SATP)			Y			Y
MT	Student Assessment Requirement	Y					
NC	Competency Testing			Y			
NC	NC Testing Program	Y		Y	Y		
NC	Norm-Referenced Testing						
ND	Achievement and Ability Testing	Y		Y			
NH	NH Ed. Improvement and Assessment Program	Y		Y	Y		Y
NJ	Grade 11 High School Proficiency Test	Y		Y	Y		
NJ	Grade 8 Early Warning Test						
NM	High School Competency Examination						
NM	Norm-Referenced Testing						
NM	Reading Assessment for Grades 1 and 2						
NM	Writing Assessment						
NV	High School Proficiency Examination Program			Y			Y
NV	Norm-Referenced Testing						
NV	Writing Proficiency Examination-Grade 8			Y			Y
NY	Occupational Education Proficiency Examinations	Y		Y			Y
NY	Preliminary Competency Tests			Y			Y
NY	Program Evaluation Tests			Y			
NY	Pupil Evaluation Program Tests			Y			Y
NY	Regents Competency Tests			Y			Y
NY	Regents Examination Programs			Y			Y

Part 3.21A What kind of accommodations are allowed for students with IEPs or LEP students?

ST	Program Component	Students with IEPs			LEP Students		
		Excluded from assessment	Included, no accommodation	Included, with accommodation	Excluded from assessment	Included, no accommodation	Included, with accommodation
OH	Fourth-Grade Proficiency Testing			Y			Y
OH	Ninth-Grade Proficiency Testing			Y			Y
OH	Norm-Referenced Testing			Y			
OH	Twelfth-Grade Proficiency Testing						
OK	Norm Referenced Testing	Y		Y	Y		
OK	OK Core Curriculum Tests	Y		Y	Y		
OR	Reading and Mathematics Assessment			Y			Y
OR	Writing Assessment			Y			Y
PA	Reading and Mathematics Assessment						
PA	Writing Assessment						
RI	Norm-Referenced Testing			Y			Y
RI	Writing Assessment			Y			Y
SC	Basic Skills Assessment Program	Y	Y	Y	Y	Y	Y
SC	Norm-Referenced Testing	Y		Y	Y		Y
SD	Achievement and Ability Testing	Y		Y	Y	Y	
SD	Career Assessment Program	Y			Y		
TN	Competency Testing	Y		Y	Y		
TN	Criterion-Referenced Testing	Y		Y			Y
TN	Norm-Referenced Testing	Y		Y	Y		Y
TN	Writing Assessment	Y		Y			Y
TX	TX Assessment of Academic Skills (TAAS)	Y		Y	Y		Y
UT	Core Curriculum Testing (CRT)			Y			Y
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing			Y	Y	Y	
VA	Literacy Passport Test (LPT)	Y		Y			
VA	Norm-Referenced Testing (VSAP)			Y			Y
VT	Portfolio Assessment			Y			Y
VT	Uniform Assessment			Y			Y
WA	Basic Assessment Program	Y		Y	Y	Y	
WI	Knowledge & Concepts Component of the WSAS			Y			Y
WI	Third Grade Reading Test (TGRT)	Y		Y	Y		Y
WV	Norm-Referenced Testing	Y		Y			
WV	WV-STEP	Y		Y			
WV	Writing Assessment			Y			
	Totals by Component	38	5	79	38	20	45
	Totals by State	25	5	38	24	11	24

Part 3.21B What kind of accommodations are allowed for ***students with IEPs***?

ST	Program Component	ADT	A-T/ RI/Q	A-TR	Br	ET	FS	LP	M/E TS	STS	S/C D	SGA	U D/WL	WP	OL
AK	Norm-Referenced Testing														
AK	Writing Assessment														
AL	Basic Competency Tests		Y		Y		Y	Y	Y	Y		Y		Y	
AL	Differential Aptitude Test w/Career Interest									Y	Y	Y		Y	
AL	High School Basic Skills Exit Exam		Y		Y		Y	Y	Y	Y		Y			
AL	Math End-of Course Test				Y	Y		Y		Y		Y			
AL	Norm-Referenced Testing				Y			Y		Y		Y			
AL	Writing Assessment				Y	Y		Y		Y		Y		Y	
AR	Norm-Referenced Testing				Y		Y	Y	Y	Y		Y			
AZ	Norm-Referenced Testing														
CA	Career-Technical Assessment Program (C-TAP)														
CA	Golden State Exams														
CT	CT Academic Performance Test (CAPT)		Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	
CT	CT Mastery Test (CMT)		Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	
DE	Interim Assessment		Y	Y	Y	Y	Y	Y		Y	Y	Y			
FL	FL Writing Assessment Program		Y		Y	Y	Y	Y						Y	
FL	Grade Ten Assessment Test (GTAT)		Y	Y	Y		Y	Y		Y		Y		Y	
FL	High School Competency Test (HSCT)		Y	Y	Y	Y	Y	Y		Y		Y		Y	
GA	Curriculum-Based Assessments (CBA)				Y	Y	Y					Y			
GA	GA High School Graduation Tests (GHSGT)				Y	Y	Y		Y	Y					
GA	GA Kindergarten Assessment Program (GKAP)														
GA	Norm-Referenced Testing				Y	Y	Y		Y	Y					
GA	Writing Assessment														
HI	Credit by Examination (CbyE)														
HI	Norm-Referenced Testing				Y			Y							
HI	Test of Essential Competencies (HSTEC)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
ID	Norm-Referenced Testing				Y	Y	Y	Y							
ID	Writing Assessment		Y		Y	Y	Y	Y							
IL	IL Goal Assessment Program (IGAP)		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	
IN	Statewide Assessment	Y	Y		Y	Y	Y	Y	Y	Y		Y			
KS	KS Assessment Program														
KY	Open Response Questions		Y												
KY	Performance events		Y												
KY	Portfolio Assessment		Y												
LA	Kindergarten Develop. Readiness Screen. Prog.														
LA	LA Educational Assessment Program (LEAP)		Y		Y	Y		Y	Y	Y		Y		Y	
LA	LA Graduation Exit Examination		Y		Y	Y		Y	Y	Y		Y		Y	
LA	Norm-Referenced Testing		Y		Y	Y		Y	Y	Y		Y	Y		

ADT = Alternative or different test
A-T/RI/Q = Audio-taped/read instructions/questions
A-TR = Audio-taped responses
Br = Braille
ET = Extra time

FS = Flexible scheduling
LP = Large print
M/E TS = Multiple/Extra testing sessions
STS = Separate testing setting
S/C D = Simplification/clarification of directions

SGA = Small group administration
U D/WL = Use of dictionaries/word lists
WP = Word processor
OL = Other languages (all but reading)

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Part 3.21B What kind of accommodations are allowed for ***students with IEPs***?

ST	Program Component	ADT	A-T/ RI/Q	A-TR	Br	ET	FS	LP	M/E TS	STS	S/C D	SGA	U D/WL	WP	OL
MD	MD Functional Testing Program		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	
MD	MD School Perf. Assessment Program (MSPAP)		Y	Y		Y	Y	Y		Y		Y	Y	Y	
MD	Norm-Referenced Testing														
ME	State Tests	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
MI	Employability Skills Portfolio														
MI	MI Educational Assessment Program (MEAP)		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
MN	Essential Learner Outcomes														
MO	MO Mastery and Achievement Test (MMAT)		Y		Y	Y	Y	Y	Y	Y		Y			
MO	Writing Assessment		Y		Y	Y	Y	Y	Y	Y		Y			
MS	Functional Literacy Examination (FLE)		Y		Y	Y	Y	Y	Y	Y		Y		Y	
MS	Norm-Referenced Testing														
MS	Subject Area Testing Program (SATP)				Y	Y	Y	Y				Y			
MT	Student Assessment Requirement														
NC	Competency Testing		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	
NC	NC Testing Program		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	
NC	Norm-Referenced Testing														
ND	Achievement and Ability Testing	Y			Y	Y	Y	Y	Y	Y	Y	Y			
NH	NH Ed. Improvement and Assessment Program		Y		Y	Y	Y	Y			Y	Y	Y	Y	
NJ	Grade 11 High School Proficiency Test		Y		Y	Y	Y	Y	Y	Y		Y		Y	
NJ	Grade 8 Early Warning Test														
NM	High School Competency Examination														
NM	Norm-Referenced Testing														
NM	Reading Assessment for Grades 1 and 2														
NM	Writing Assessment														
NV	High School Proficiency Examination Program		Y		Y	Y	Y	Y		Y		Y		Y	
NV	Norm-Referenced Testing														
NV	Writing Proficiency Examination-Grade 8		Y		Y	Y	Y			Y		Y			
NY	Occupational Education Proficiency Examinations		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Preliminary Competency Tests		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
NY	Program Evaluation Tests	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Regents Competency Tests	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
NY	Regents Examination Programs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
OH	Fourth-Grade Proficiency Testing		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
OH	Ninth-Grade Proficiency Testing		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
OH	Norm-Referenced Testing														
OH	Twelfth-Grade Proficiency Testing		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
OK	Norm Referenced Testing		Y		Y	Y	Y	Y	Y	Y	Y	Y			
OK	OK Core Curriculum Tests				Y	Y		Y							

ADT = Alternative or different test
A-T/RI/Q = Audio-taped/read instructions/questions
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Br = Braille
ET = Extra time
FS = Flexible scheduling
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M/E TS = Multiple/Extra testing sessions
STS = Separate testing setting
S/C D = Simplification/clarification of directions
SGA = Small group administration
U D/WL = Use of dictionaries/word lists
WP = Word processor
OL = Other languages (all but reading)

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Part 3.21B What kind of accommodations are allowed for ***students with IEPs***?

ST	Program Component	ADT	A-T/ RI/Q	A-TR	Br	ET	FS	LP	M/E TS	STS	S/C D	SGA	U D/WL	WP	OL
OR	Reading and Mathematics Assessment						Y	Y	Y	Y		Y			
OR	Writing Assessment					Y	Y		Y	Y					
PA	Reading and Mathematics Assessment				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
PA	Writing Assessment					Y	Y		Y	Y	Y	Y	Y	Y	
RI	Norm-Referenced Testing				Y		Y	Y		Y		Y			
RI	Writing Assessment				Y		Y	Y		Y		Y		Y	
SC	Basic Skills Assessment Program		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
SC	Norm-Referenced Testing							Y		Y	Y	Y			
SD	Achievement and Ability Testing				Y							Y			
SD	Career Assessment Program														
TN	Competency Testing		Y		Y	Y	Y	Y	Y	Y		Y			
TN	Criterion-Referenced Testing				Y		Y	Y	Y	Y		Y			
TN	Norm-Referenced Testing				Y		Y	Y	Y	Y		Y			
TN	Writing Assessment							Y		Y		Y		Y	
TX	TX Assessment of Academic Skills (TAAS)				Y			Y		Y		Y		Y	
UT	Core Curriculum Testing (CRT)														
UT	Core Curriculum Testing (Perf. Assessment)														
UT	Norm-Referenced Testing							Y							
VA	Literacy Passport Test (LPT)		Y		Y		Y	Y	Y	Y		Y	Y	Y	
VA	Norm-Referenced Testing (VSAP)							Y		Y		Y			
VT	Portfolio Assessment														
VT	Uniform Assessment														
WA	Basic Assessment Program				Y	Y	Y	Y		Y		Y			
WI	Knowledge & Concepts Component of the WSAS		Y	Y	Y	Y	Y	Y	Y	Y		Y		Y	
WI	Third Grade Reading Test (TGRT)		Y	Y	Y	Y	Y	Y	Y	Y		Y			
WV	Norm-Referenced Testing		Y			Y		Y							
WV	WV-STEP							Y							
WV	Writing Assessment														
	Totals by Component	8	47	23	61	53	56	65	44	61	26	62	18	37	3
	Totals by State	5	27	12	33	30	31	34	25	31	15	33	9	21	3

ADT = Alternative or different test
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OL = Other languages (all but reading)

Part 3.21C What kind of accommodations are allowed for *LEP students*?

ST	Program Component	ADT	A-T/ RI/Q	A-TR	Br	ET	FS	LP	M/E TS	STS	S/C D	SGA	U D/WL	WP	OL
AK	Norm-Referenced Testing														
AK	Writing Assessment														
AL	Basic Competency Tests														
AL	Differential Aptitude Test w/Career Interest														
AL	High School Basic Skills Exit Exam														
AL	Math End-of Course Test														
AL	Norm-Referenced Testing														
AL	Writing Assessment														
AR	Norm-Referenced Testing														
AZ	Norm-Referenced Testing														
CA	Career-Technical Assessment Program (C-TAP)														
CA	Golden State Exams														
CT	CT Academic Performance Test (CAPT)														
CT	CT Mastery Test (CMT)														
DE	Interim Assessment	Y				Y	Y			Y	Y	Y			Y
FL	FL Writing Assessment Program														
FL	Grade Ten Assessment Test (GTAT)														
FL	High School Competency Test (HSCT)		Y			Y	Y			Y	Y		Y		
GA	Curriculum-Based Assessments (CBA)														
GA	GA High School Graduation Tests (GHSGT)														
GA	GA Kindergarten Assessment Program (GKAP)														
GA	Norm-Referenced Testing														
GA	Writing Assessment														
HI	Credit by Examination (CbyE)														
HI	Norm-Referenced Testing														
HI	Test of Essential Competencies (HSTEC)														
ID	Norm-Referenced Testing					Y	Y								
ID	Writing Assessment				Y	Y	Y	Y							
IL	IL Goal Assessment Program (IGAP)		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	
IN	Statewide Assessment														
KS	KS Assessment Program														
KY	Open Response Questions		Y												
KY	Performance events		Y												
KY	Portfolio Assessment		Y												
LA	Kindergarten Develop. Readiness Screen. Prog.														
LA	LA Educational Assessment Program (LEAP)									Y		Y	Y	Y	Y
LA	LA Graduation Exit Examination									Y		Y	Y	Y	Y
LA	Norm-Referenced Testing								Y		Y	Y	Y		Y

ADT = Alternative or different test
A-T/RI/Q = Audio-taped/read instructions/questions
A-TR = Audio-taped responses
Br = Braille
ET = Extra time

FS = Flexible scheduling
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STS = Separate testing setting
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Part 3.21C What kind of accommodations are allowed for ***LEP students***?

ST	Program Component	ADT	A-T/ RI/Q	A-TR	Br	ET	FS	LP	M/E TS	STS	S/C D	SGA	U D/WL	WP	OL
MD	MD Functional Testing Program		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	
MD	MD School Perf. Assessment Program (MSPAP)		Y	Y		Y	Y	Y		Y		Y	Y	Y	
MD	Norm-Referenced Testing														
ME	State Tests	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
MI	Employability Skills Portfolio														
MI	MI Educational Assessment Program (MEAP)		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
MN	Essential Learner Outcomes														
MO	MO Mastery and Achievement Test (MMAT)														
MO	Writing Assessment														
MS	Functional Literacy Examination (FLE)		Y		Y	Y	Y	Y	Y	Y		Y		Y	
MS	Norm-Referenced Testing														
MS	Subject Area Testing Program (SATP)						Y					Y			
MT	Student Assessment Requirement														
NC	Competency Testing														
NC	NC Testing Program														
NC	Norm-Referenced Testing														
ND	Achievement and Ability Testing														
NH	NH Ed. Improvement and Assessment Program		Y		Y	Y	Y	Y			Y	Y	Y	Y	
NJ	Grade 11 High School Proficiency Test														
NJ	Grade 8 Early Warning Test														
NM	High School Competency Examination														
NM	Norm-Referenced Testing														
NM	Reading Assessment for Grades 1 and 2														
NM	Writing Assessment														
NV	High School Proficiency Examination Program		Y			Y	Y			Y	Y				
NV	Norm-Referenced Testing														
NV	Writing Proficiency Examination-Grade 8		Y			Y				Y	Y				
NY	Occupational Education Proficiency Examinations	Y											Y		
NY	Preliminary Competency Tests	Y											Y		
NY	Program Evaluation Tests												Y		
NY	Pupil Evaluation Program Tests												Y		
NY	Regents Competency Tests												Y		
NY	Regents Examination Programs												Y		
OH	Fourth-Grade Proficiency Testing					Y	Y			Y	Y	Y	Y		
OH	Ninth-Grade Proficiency Testing					Y	Y			Y	Y	Y	Y		Y
OH	Norm-Referenced Testing														
OH	Twelfth-Grade Proficiency Testing					Y	Y			Y	Y	Y	Y		
OK	Norm Referenced Testing														
OK	OK Core Curriculum Tests														

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Part 3.21C What kind of accommodations are allowed for ***LEP students***?

ST	Program Component	ADT	A-T/ RI/Q	A-TR	Br	ET	FS	LP	M/E TS	STS	S/C D	SGA	U D/WL	WP	OL
OR	Reading and Mathematics Assessment						Y								
OR	Writing Assessment					Y	Y		Y	Y					
PA	Reading and Mathematics Assessment					Y	Y		Y	Y	Y	Y	Y		
PA	Writing Assessment					Y	Y		Y	Y	Y	Y	Y		
RI	Norm-Referenced Testing						Y			Y		Y			
RI	Writing Assessment						Y	Y		Y		Y			
SC	Basic Skills Assessment Program												Y		
SC	Norm-Referenced Testing									Y	Y	Y			
SD	Achievement and Ability Testing														
SD	Career Assessment Program														
TN	Competency Testing				Y	Y	Y	Y	Y	Y		Y			
TN	Criterion-Referenced Testing				Y		Y	Y	Y	Y		Y			
TN	Norm-Referenced Testing				Y		Y	Y	Y	Y		Y			
TN	Writing Assessment							Y		Y		Y		Y	
TX	TX Assessment of Academic Skills (TAAS)									Y		Y		Y	
UT	Core Curriculum Testing (CRT)														
UT	Core Curriculum Testing (Perf. Assessment)														
UT	Norm-Referenced Testing														
VA	Literacy Passport Test (LPT)														
VA	Norm-Referenced Testing (VSAP)							Y		Y		Y			
VT	Portfolio Assessment														
VT	Uniform Assessment														
WA	Basic Assessment Program														
WI	Knowledge & Concepts Component of the WSAS														Y
WI	Third Grade Reading Test (TGRT)														Y
WV	Norm-Referenced Testing														
WV	WV-STEP														
WV	Writing Assessment														
	Totals by Component	4	13	5	10	20	25	14	12	27	15	26	20	10	8
	Totals by State	3	9	4	8	14	15	10	9	17	11	15	9	8	5

ADT = Alternative or different test
A-T/RI/Q = Audio-taped/read instructions/questions
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FS = Flexible scheduling
LP = Large print
M/E TS = Multiple/Extra testing sessions
STS = Separate testing setting
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Part 3.22A If alternative assessments are used for ***students with IEPs***, please identify and describe them.

ST	Program component	Response
AK	Norm-Referenced Testing	
AK	Writing Assessment	
AL	Basic Competency Tests	NA
AL	Differential Aptitude Test w/Career Interest	NA
AL	High School Basic Skills Exit Exam	NA
AL	Math End-of Course Test	NA
AL	Norm-Referenced Testing	NA
AL	Writing Assessment	NA
AR	Norm-Referenced Testing	NA
AZ	Norm-Referenced Testing	NA
CA	Career-Technical Assessment Program (C-TAP)	NA
CA	Golden State Exams	NA
CT	CT Academic Performance Test (CAPT)	NA
CT	CT Mastery Test (CMT)	Out-of level tests
DE	Interim Assessment	Same test given to all students in designated grades
FL	FL Writing Assessment Program	NA
FL	Grade Ten Assessment Test (GTAT)	NA
FL	High School Competency Test (HSCT)	NA
GA	Curriculum-Based Assessments (CBA)	NA
GA	GA High School Graduation Tests (GHSGT)	NA
GA	GA Kindergarten Assessment Program (GKAP)	NA
GA	Norm-Referenced Testing	NA
GA	Writing Assessment	NA
HI	Credit by Examination (CbyE)	NA
HI	Norm-Referenced Testing	NA
HI	Test of Essential Competencies (HSTEC)	Performance-based assessment versions of HSTEC.
ID	Norm-Referenced Testing	NA
ID	Writing Assessment	None. In development.
IL	IL Goal Assessment Program (IGAP)	There are no alternative assessments. Students either take the IGAP or they do not take state assessments. All accommodations are allowed which educators judge to be a valid procedure for administration of IGAP.
IN	Statewide Assessment	NA
KS	KS Assessment Program	
KY	Open Response Questions	Alternative portfolios are designed for individual student abilities but are held to the same standards as other students.
KY	Performance events	Alternative portfolios are designed for individual student abilities but are held to the same standards as other students.

Part 3.22A If alternative assessments are used for ***students with IEPs***, please identify and describe them.

ST	Program component	Response
KY	Portfolio Assessment	Alternative portfolios are designed for individual student abilities but are held to the same standards as other students.
LA	Kindergarten Develop. Readiness Screen. Prog.	NA
LA	LA Educational Assessment Program (LEAP)	NA
LA	LA Graduation Exit Examination	NA
LA	Norm-Referenced Testing	NA
MD	MD Functional Testing Program	NA
MD	MD School Perf. Assessment Program (MSPAP)	NA
MD	Norm-Referenced Testing	NA
ME	State Tests	NA
MI	Employability Skills Portfolio	NA
MI	MI Educational Assessment Program (MEAP)	NA
MN	Essential Learner Outcomes	NA
MO	MO Mastery and Achievement Test (MMAT)	NA
MO	Writing Assessment	NA
MS	Functional Literacy Examination (FLE)	NA
MS	Norm-Referenced Testing	
MS	Subject Area Testing Program (SATP)	NA
MT	Student Assessment Requirement	NA
NC	Competency Testing	NA
NC	NC Testing Program	
NC	Norm-Referenced Testing	NA
ND	Achievement and Ability Testing	NA
NH	NH Ed. Improvement and Assessment Program	NA
NJ	Grade 11 High School Proficiency Test	NA
NJ	Grade 8 Early Warning Test	NA
NM	High School Competency Examination	
NM	Norm-Referenced Testing	
NM	Reading Assessment for Grades 1 and 2	
NM	Writing Assessment	
NV	High School Proficiency Examination Program	NA
NV	Norm-Referenced Testing	NA
NV	Writing Proficiency Examination-Grade 8	NA
NY	Occupational Education Proficiency Examinations	District determined.
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	NA
NY	Pupil Evaluation Program Tests	NA

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Part 3.22A **If alternative assessments are used for *students with IEPs*, please identify and describe them.**

ST	Program component	Response
NY	Regents Competency Tests	NA
NY	Regents Examination Programs	NA
OH	Fourth-Grade Proficiency Testing	NA
OH	Ninth-Grade Proficiency Testing	NA
OH	Norm-Referenced Testing	
OH	Twelfth-Grade Proficiency Testing	NA
OK	Norm Referenced Testing	
OK	OK Core Curriculum Tests	NA
OR	Reading and Mathematics Assessment	
OR	Writing Assessment	
PA	Reading and Mathematics Assessment	N/A
PA	Writing Assessment	NA
RI	Norm-Referenced Testing	
RI	Writing Assessment	
SC	Basic Skills Assessment Program	by committees of ELS and LEP writing specialists using alternative scoring scale
SC	Norm-Referenced Testing	
SD	Achievement and Ability Testing	
SD	Career Assessment Program	
TN	Competency Testing	
TN	Criterion-Referenced Testing	
TN	Norm-Referenced Testing	
TN	Writing Assessment	
TX	TX Assessment of Academic Skills (TAAS)	
UT	Core Curriculum Testing (CRT)	Teacher made tests.
UT	Core Curriculum Testing (Perf. Assessment)	
UT	Norm-Referenced Testing	None
VA	Literacy Passport Test (LPT)	NA
VA	Norm-Referenced Testing (VSAP)	NA
VT	Portfolio Assessment	NA
VT	Uniform Assessment	NA
WA	Basic Assessment Program	NA
WI	Knowledge & Concepts Component of the WSAS	
WI	Third Grade Reading Test (TGRT)	
WV	Norm-Referenced Testing	Determined at school level.
WV	WV-STEP	Determined at school level.
WV	Writing Assessment	Determined at school level.

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Part 3.22B **If alternative assessments are used for *LEP students*, please identify and describe them.**

ST	Program component	Response
AK	Norm-Referenced Testing	
AK	Writing Assessment	
AL	Basic Competency Tests	NA
AL	Differential Aptitude Test w/Career Interest	NA
AL	High School Basic Skills Exit Exam	NA
AL	Math End-of Course Test	NA
AL	Norm-Referenced Testing	NA
AL	Writing Assessment	NA
AR	Norm-Referenced Testing	NA
AZ	Norm-Referenced Testing	NA
CA	Career-Technical Assessment Program (C-TAP)	NA
CA	Golden State Exams	NA
CT	CT Academic Performance Test (CAPT)	NA
CT	CT Mastery Test (CMT)	NA
DE	Interim Assessment	Same test given to all students in designated grades
FL	FL Writing Assessment Program	NA
FL	Grade Ten Assessment Test (GTAT)	NA
FL	High School Competency Test (HSCT)	NA
GA	Curriculum-Based Assessments (CBA)	NA
GA	GA High School Graduation Tests (GHSGT)	NA
GA	GA Kindergarten Assessment Program (GKAP)	NA
GA	Norm-Referenced Testing	NA
GA	Writing Assessment	NA
HI	Credit by Examination (CbyE)	NA
HI	Norm-Referenced Testing	NA
HI	Test of Essential Competencies (HSTEC)	Performance-based assessment versions of HSTEC.
ID	Norm-Referenced Testing	NA
ID	Writing Assessment	None. In development.
IL	IL Goal Assessment Program (IGAP)	There are no alternative assessments. Students either take the IGAP or they do not take state assessments. All accommodations are allowed which educators judge to be a valid procedure for administration of IGAP.
IN	Statewide Assessment	NA
KS	KS Assessment Program	
KY	Open Response Questions	Alternative portfolios are designed for individual student abilities but are held to the same standards as other students.
KY	Performance events	Alternative portfolios are designed for individual student abilities but are held to the same standards as other students.

Part 3.22B **If alternative assessments are used for *LEP students*, please identify and describe them.**

ST	Program component	Response
KY	Portfolio Assessment	Alternative portfolios are designed for individual student abilities but are held to the same standards as other students.
LA	Kindergarten Develop. Readiness Screen. Prog.	NA
LA	LA Educational Assessment Program (LEAP)	NA
LA	LA Graduation Exit Examination	NA
LA	Norm-Referenced Testing	NA
MD	MD Functional Testing Program	NA
MD	MD School Perf. Assessment Program (MSPAP)	NA
MD	Norm-Referenced Testing	NA
ME	State Tests	NA
MI	Employability Skills Portfolio	NA
MI	MI Educational Assessment Program (MEAP)	NA
MN	Essential Learner Outcomes	NA
MO	MO Mastery and Achievement Test (MMAT)	NA
MO	Writing Assessment	NA
MS	Functional Literacy Examination (FLE)	NA
MS	Norm-Referenced Testing	
MS	Subject Area Testing Program (SATP)	NA
MT	Student Assessment Requirement	NA
NC	Competency Testing	NA
NC	NC Testing Program	
NC	Norm-Referenced Testing	NA
ND	Achievement and Ability Testing	NA
NH	NH Ed. Improvement and Assessment Program	NA
NJ	Grade 11 High School Proficiency Test	LEP students can take alternate test & get a 133 on maculaitis test if entered ninth grade as LE student.
NJ	Grade 8 Early Warning Test	LEP students can take alternate test & get a 133 on maculaitis test if entered ninth grade as LE student.
NM	High School Competency Examination	
NM	Norm-Referenced Testing	
NM	Reading Assessment for Grades 1 and 2	
NM	Writing Assessment	
NV	High School Proficiency Examination Program	NA
NV	Norm-Referenced Testing	NA
NV	Writing Proficiency Examination-Grade 8	NA
NY	Occupational Education Proficiency Examinations	District determined.
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	NA

Part 3.22B **If alternative assessments are used for *LEP students*, please identify and describe them.**

ST	Program component	Response
NY	Pupil Evaluation Program Tests	NA
NY	Regents Competency Tests	NA
NY	Regents Examination Programs	NA
OH	Fourth-Grade Proficiency Testing	NA
OH	Ninth-Grade Proficiency Testing	Any test except writing may be administered orally by state examiner. Since the test form used is the same format (i.e., multiple choice test questions), the state examiner marks responses on answer document and has the examiner verify responses.
OH	Norm-Referenced Testing	
OH	Twelfth-Grade Proficiency Testing	NA
OK	Norm Referenced Testing	
OK	OK Core Curriculum Tests	NA
OR	Reading and Mathematics Assessment	
OR	Writing Assessment	
PA	Reading and Mathematics Assessment	N/A
PA	Writing Assessment	NA
RI	Norm-Referenced Testing	
RI	Writing Assessment	
SC	Basic Skills Assessment Program	by committees of ELS and LEP writing specialists using alternative scoring scale
SC	Norm-Referenced Testing	
SD	Achievement and Ability Testing	
SD	Career Assessment Program	
TN	Competency Testing	
TN	Criterion-Referenced Testing	
TN	Norm-Referenced Testing	
TN	Writing Assessment	
TX	TX Assessment of Academic Skills (TAAS)	School districts score tests (from state-approved list) according to criteria provided with the test. The school must report to TEA how many students were tested and how many showed improvement. Individual student scores are not provided to TEA, and the school develops its own criteria for determining/identifying improvement.
UT	Core Curriculum Testing (CRT)	Teacher made tests.
UT	Core Curriculum Testing (Perf. Assessment)	
UT	Norm-Referenced Testing	None
VA	Literacy Passport Test (LPT)	NA
VA	Norm-Referenced Testing (VSAP)	NA
VT	Portfolio Assessment	NA

Part 3.22B **If alternative assessments are used for *LEP students*, please identify and describe them.**

ST	Program component	Response
VT	Uniform Assessment	NA
WA	Basic Assessment Program	NA
WI	Knowledge & Concepts Component of the WSAS	
WI	Third Grade Reading Test (TGRT)	
WV	Norm-Referenced Testing	Determined at school level.
WV	WV-STEP	Determined at school level.
WV	Writing Assessment	Determined at school level.

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Part 3.23A How are these alternative *IEP* assessments scored?

ST	Program component	Response
AK	Norm-Referenced Testing	
AK	Writing Assessment	
AL	Basic Competency Tests	NA
AL	Differential Aptitude Test w/Career Interest	NA
AL	High School Basic Skills Exit Exam	NA
AL	Math End-of Course Test	NA
AL	Norm-Referenced Testing	NA
AL	Writing Assessment	NA
AR	Norm-Referenced Testing	NA
AZ	Norm-Referenced Testing	NA
CA	Career-Technical Assessment Program (C-TAP)	NA
CA	Golden State Exams	NA
CT	CT Academic Performance Test (CAPT)	NA
CT	CT Mastery Test (CMT)	Like the on-grade tests
DE	Interim Assessment	
FL	FL Writing Assessment Program	NA
FL	Grade Ten Assessment Test (GTAT)	NA
FL	High School Competency Test (HSCT)	NA
GA	Curriculum-Based Assessments (CBA)	NA
GA	GA High School Graduation Tests (GHSGT)	NA
GA	GA Kindergarten Assessment Program (GKAP)	NA
GA	Norm-Referenced Testing	NA
GA	Writing Assessment	NA
HI	Credit by Examination (CbyE)	NA
HI	Norm-Referenced Testing	NA
HI	Test of Essential Competencies (HSTEC)	Pass/Fail
ID	Norm-Referenced Testing	NA
ID	Writing Assessment	Assessments in development.
IL	IL Goal Assessment Program (IGAP)	There are no alternative assessments. Students either take the IGAP or they do not take state assessments. All accommodations are allowed which educators judge to be a valid procedure for administration of IGAP.
IN	Statewide Assessment	NA
KS	KS Assessment Program	
KY	Open Response Questions	By rubric, standards references.
KY	Performance events	By rubric, standards references.
KY	Portfolio Assessment	By rubric, standards references.
LA	Kindergarten Develop. Readiness Screen. Prog.	NA
LA	LA Educational Assessment Program (LEAP)	NA

Part 3.23A How are these alternative *IEP* assessments scored?

ST	Program component	Response
LA	LA Graduation Exit Examination	NA
LA	Norm-Referenced Testing	NA
MD	MD Functional Testing Program	NA
MD	MD School Perf. Assessment Program (MSPAP)	NA
MD	Norm-Referenced Testing	NA
ME	State Tests	NA
MI	Employability Skills Portfolio	NA
MI	MI Educational Assessment Program (MEAP)	NA
MN	Essential Learner Outcomes	NA
MO	MO Mastery and Achievement Test (MMAT)	NA
MO	Writing Assessment	NA
MS	Functional Literacy Examination (FLE)	NA
MS	Norm-Referenced Testing	
MS	Subject Area Testing Program (SATP)	NA
MT	Student Assessment Requirement	NA
NC	Competency Testing	NA
NC	NC Testing Program	
NC	Norm-Referenced Testing	NA
ND	Achievement and Ability Testing	NA
NH	NH Ed. Improvement and Assessment Program	NA
NJ	Grade 11 High School Proficiency Test	NA
NJ	Grade 8 Early Warning Test	NA
NM	High School Competency Examination	
NM	Norm-Referenced Testing	
NM	Reading Assessment for Grades 1 and 2	
NM	Writing Assessment	
NV	High School Proficiency Examination Program	NA
NV	Norm-Referenced Testing	NA
NV	Writing Proficiency Examination-Grade 8	NA
NY	Occupational Education Proficiency Examinations	District determined.
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	NA
NY	Pupil Evaluation Program Tests	NA
NY	Regents Competency Tests	NA
NY	Regents Examination Programs	NA
OH	Fourth-Grade Proficiency Testing	NA
OH	Ninth-Grade Proficiency Testing	NA
OH	Norm-Referenced Testing	

Part 3.23A How are these alternative *IEP* assessments scored?

ST	Program component	Response
OH	Twelfth-Grade Proficiency Testing	NA
OK	Norm Referenced Testing	
OK	OK Core Curriculum Tests	NA
OR	Reading and Mathematics Assessment	
OR	Writing Assessment	
PA	Reading and Mathematics Assessment	NA
PA	Writing Assessment	NA
RI	Norm-Referenced Testing	
RI	Writing Assessment	
SC	Basic Skills Assessment Program	
SC	Norm-Referenced Testing	
SD	Achievement and Ability Testing	
SD	Career Assessment Program	
TN	Competency Testing	
TN	Criterion-Referenced Testing	
TN	Norm-Referenced Testing	
TN	Writing Assessment	
TX	TX Assessment of Academic Skills (TAAS)	
UT	Core Curriculum Testing (CRT)	By teachers.
UT	Core Curriculum Testing (Perf. Assessment)	
UT	Norm-Referenced Testing	None
VA	Literacy Passport Test (LPT)	NA
VA	Norm-Referenced Testing (VSAP)	NA
VT	Portfolio Assessment	NA
VT	Uniform Assessment	NA
WA	Basic Assessment Program	NA
WI	Knowledge & Concepts Component of the WSAS	
WI	Third Grade Reading Test (TGRT)	
WV	Norm-Referenced Testing	Determined at school level.
WV	WV-STEP	Determined at school level.
WV	Writing Assessment	Determined at school level.

Part 3.23B How are these alternative *LEP* assessments scored?

ST	Program component	Response
AK	Norm-Referenced Testing	
AK	Writing Assessment	
AL	Basic Competency Tests	NA
AL	Differential Aptitude Test w/Career Interest	NA
AL	High School Basic Skills Exit Exam	NA
AL	Math End-of Course Test	NA
AL	Norm-Referenced Testing	NA
AL	Writing Assessment	NA
AR	Norm-Referenced Testing	NA
AZ	Norm-Referenced Testing	NA
CA	Career-Technical Assessment Program (C-TAP)	NA
CA	Golden State Exams	NA
CT	CT Academic Performance Test (CAPT)	NA
CT	CT Mastery Test (CMT)	NA
DE	Interim Assessment	
FL	FL Writing Assessment Program	NA
FL	Grade Ten Assessment Test (GTAT)	NA
FL	High School Competency Test (HSCT)	NA
GA	Curriculum-Based Assessments (CBA)	NA
GA	GA High School Graduation Tests (GHSGT)	NA
GA	GA Kindergarten Assessment Program (GKAP)	NA
GA	Norm-Referenced Testing	NA
GA	Writing Assessment	NA
HI	Credit by Examination (CbyE)	NA
HI	Norm-Referenced Testing	NA
HI	Test of Essential Competencies (HSTEC)	Pass/Fail
ID	Norm-Referenced Testing	NA
ID	Writing Assessment	Assessments in development.
IL	IL Goal Assessment Program (IGAP)	There are no alternative assessments. Students either take the IGAP or they do not take state assessments. All accommodations are allowed which educators judge to be a valid procedure for administration of IGAP.
IN	Statewide Assessment	NA
KS	KS Assessment Program	
KY	Open Response Questions	By rubric, standards references.

Part 3.23B How are these alternative *LEP* assessments scored?

ST	Program component	Response
KY	Performance events	By rubric, standards references.
KY	Portfolio Assessment	By rubric, standards references.
LA	Kindergarten Develop. Readiness Screen. Prog.	NA
LA	LA Educational Assessment Program (LEAP)	NA
LA	LA Graduation Exit Examination	NA
LA	Norm-Referenced Testing	NA
MD	MD Functional Testing Program	NA
MD	MD School Perf. Assessment Program (MSPAP)	NA
MD	Norm-Referenced Testing	NA
ME	State Tests	NA
MI	Employability Skills Portfolio	NA
MI	MI Educational Assessment Program (MEAP)	NA
MN	Essential Learner Outcomes	NA
MO	MO Mastery and Achievement Test (MMAT)	NA
MO	Writing Assessment	NA
MS	Functional Literacy Examination (FLE)	NA
MS	Norm-Referenced Testing	
MS	Subject Area Testing Program (SATP)	NA
MT	Student Assessment Requirement	NA
NC	Competency Testing	NA
NC	NC Testing Program	
NC	Norm-Referenced Testing	NA
ND	Achievement and Ability Testing	NA
NH	NH Ed. Improvement and Assessment Program	NA
NJ	Grade 11 High School Proficiency Test	LEP students can take alternate test & get a 133 on maculaitis test if entered ninth grade as LE student.
NJ	Grade 8 Early Warning Test	LEP students can take alternate test & get a 133 on maculaitis test if entered ninth grade as LE student.
NM	High School Competency Examination	
NM	Norm-Referenced Testing	
NM	Reading Assessment for Grades 1 and 2	
NM	Writing Assessment	
NV	High School Proficiency Examination Program	NA
NV	Norm-Referenced Testing	NA
NV	Writing Proficiency Examination-Grade 8	NA

Part 3.23B How are these alternative *LEP* assessments scored?

ST	Program component	Response
NY	Occupational Education Proficiency Examinations	District determined.
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	NA
NY	Pupil Evaluation Program Tests	NA
NY	Regents Competency Tests	NA
NY	Regents Examination Programs	NA
OH	Fourth-Grade Proficiency Testing	NA
OH	Ninth-Grade Proficiency Testing	Responses are handscored by state.
OH	Norm-Referenced Testing	
OH	Twelfth-Grade Proficiency Testing	NA
OK	Norm Referenced Testing	
OK	OK Core Curriculum Tests	NA
OR	Reading and Mathematics Assessment	
OR	Writing Assessment	
PA	Reading and Mathematics Assessment	NA
PA	Writing Assessment	NA
RI	Norm-Referenced Testing	
RI	Writing Assessment	
SC	Basic Skills Assessment Program	
SC	Norm-Referenced Testing	
SD	Achievement and Ability Testing	
SD	Career Assessment Program	
TN	Competency Testing	
TN	Criterion-Referenced Testing	
TN	Norm-Referenced Testing	
TN	Writing Assessment	
TX	TX Assessment of Academic Skills (TAAS)	
UT	Core Curriculum Testing (CRT)	By teachers.
UT	Core Curriculum Testing (Perf. Assessment)	
UT	Norm-Referenced Testing	None
VA	Literacy Passport Test (LPT)	NA
VA	Norm-Referenced Testing (VSAP)	NA
VT	Portfolio Assessment	NA
VT	Uniform Assessment	NA

Part 3.23B How are these alternative *LEP* assessments scored?

ST	Program component	Response
WA	Basic Assessment Program	NA
WI	Knowledge & Concepts Component of the WSAS	
WI	Third Grade Reading Test (TGRT)	
WV	Norm-Referenced Testing	Determined at school level.
WV	WV-STEP	Determined at school level.
WV	Writing Assessment	Determined at school level.

Part 3.24A Are results reported publicly by ***schools***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
AK	Norm-Referenced Testing	Y	Y	Y	Y	Y						
AK	Writing Assessment											
AL	Basic Competency Tests											
AL	Differential Aptitude Test w/Career Interest	Y					Y					
AL	High School Basic Skills Exit Exam											
AL	Math End-of Course Test											
AL	Norm-Referenced Testing											
AL	Writing Assessment											
AR	Norm-Referenced Testing	Y	Y	Y		Y	Y	Y	Y	Y		
AZ	Norm-Referenced Testing						Y					
CA	Career-Technical Assessment Program (C-TAP)											
CA	Golden State Exams					Y						Y
CT	CT Academic Performance Test (CAPT)											
CT	CT Mastery Test (CMT)											
DE	Interim Assessment											
FL	FL Writing Assessment Program											
FL	Grade Ten Assessment Test (GTAT)											
FL	High School Competency Test (HSCT)											
GA	Curriculum-Based Assessments (CBA)											
GA	GA High School Graduation Tests (GHSGT)											
GA	GA Kindergarten Assessment Program (GKAP)	Y										
GA	Norm-Referenced Testing											
GA	Writing Assessment											
HI	Credit by Examination (CbyE)											
HI	Norm-Referenced Testing											
HI	Test of Essential Competencies (HSTEC)											
ID	Norm-Referenced Testing											
ID	Writing Assessment											
IL	IL Goal Assessment Program (IGAP)						Y	Y				
IN	Statewide Assessment						Y					

Part 3.24A Are results reported publicly by ***schools***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
KS	KS Assessment Program											
KY	Open Response Questions	Y					Y				Y	
KY	Performance events	Y					Y				Y	
KY	Portfolio Assessment	Y					Y				Y	
LA	Kindergarten Develop. Readiness Screen. Prog.											
LA	LA Educational Assessment Program (LEAP)											
LA	LA Graduation Exit Examination											
LA	Norm-Referenced Testing											
MD	MD Functional Testing Program	Y										
MD	MD School Perf. Assessment Program (MSPAP)	Y										
MD	Norm-Referenced Testing	Y										
ME	State Tests				Y							
MI	Employability Skills Portfolio											
MI	MI Educational Assessment Program (MEAP)				Y		Y	Y				
MN	Essential Learner Outcomes											
MO	MO Mastery and Achievement Test (MMAT)				Y		Y	Y				
MO	Writing Assessment											
MS	Functional Literacy Examination (FLE)	Y	Y	Y	Y	Y	Y					
MS	Norm-Referenced Testing	Y	Y	Y	Y	Y	Y					
MS	Subject Area Testing Program (SATP)			Y			Y					
MT	Student Assessment Requirement	Y		Y			Y					
NC	Competency Testing											
NC	NC Testing Program	Y	Y	Y								
NC	Norm-Referenced Testing											
ND	Achievement and Ability Testing											
NH	NH Ed. Improvement and Assessment Program	Y										
NJ	Grade 11 High School Proficiency Test											
NJ	Grade 8 Early Warning Test											

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Part 3.24A Are results reported publicly by ***schools***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
NM	High School Competency Examination											
NM	Norm-Referenced Testing											
NM	Reading Assessment for Grades 1 and 2											
NM	Writing Assessment											
NV	High School Proficiency Examination Program											
NV	Norm-Referenced Testing											
NV	Writing Proficiency Examination-Grade 8											
NY	Occupational Education Proficiency Examinations	Y										
NY	Preliminary Competency Tests											
NY	Program Evaluation Tests											
NY	Pupil Evaluation Program Tests											
NY	Regents Competency Tests											
NY	Regents Examination Programs											
OH	Fourth-Grade Proficiency Testing			Y	Y		Y	Y	Y	Y		
OH	Ninth-Grade Proficiency Testing	Y			Y		Y	Y	Y	Y		
OH	Norm-Referenced Testing						Y	Y				
OH	Twelfth-Grade Proficiency Testing						Y	Y	Y	Y		
OK	Norm Referenced Testing											
OK	OK Core Curriculum Tests											
OR	Reading and Mathematics Assessment											
OR	Writing Assessment											
PA	Reading and Mathematics Assessment	Y										
PA	Writing Assessment											
RI	Norm-Referenced Testing	Y	Y	Y		Y						
RI	Writing Assessment	Y	Y	Y		Y						
SC	Basic Skills Assessment Program											
SC	Norm-Referenced Testing											
SD	Achievement and Ability Testing						Y	Y	Y	Y		
SD	Career Assessment Program											

Part 3.24A Are results reported publicly by ***schools***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
TN	Competency Testing											
TN	Criterion-Referenced Testing											
TN	Norm-Referenced Testing											
TN	Writing Assessment											
TX	TX Assessment of Academic Skills (TAAS)				Y		Y	Y				
UT	Core Curriculum Testing (CRT)											
UT	Core Curriculum Testing (Perf. Assessment)											
UT	Norm-Referenced Testing											
VA	Literacy Passport Test (LPT)				Y		Y					
VA	Norm-Referenced Testing (VSAP)	Y			Y		Y					
VT	Portfolio Assessment				Y		Y					
VT	Uniform Assessment				Y		Y					
WA	Basic Assessment Program				Y	Y	Y		Y	Y		
WI	Knowledge & Concepts Component of the WSAS	Y			Y	Y			Y	Y		Y
WI	Third Grade Reading Test (TGRT)	Y			Y	Y	Y	Y	Y	Y		Y
WV	Norm-Referenced Testing	Y	Y	Y	Y		Y	Y				
WV	WV-STEP				Y							
WV	Writing Assessment											
	Totals by Component	24	8	11	18	10	27	12	8	8	3	3
	Totals by State	17	6	8	12	7	18	9	5	5	1	2

Part 3.24B Are results reported publicly by ***school districts***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
AK	Norm-Referenced Testing						Y	Y				
AK	Writing Assessment											
AL	Basic Competency Tests						Y	Y				
AL	Differential Aptitude Test w/Career Interest											
AL	High School Basic Skills Exit Exam						Y					
AL	Math End-of Course Test						Y					
AL	Norm-Referenced Testing						Y	Y				
AL	Writing Assessment						Y	Y				
AR	Norm-Referenced Testing	Y	Y	Y		Y	Y	Y	Y	Y		
AZ	Norm-Referenced Testing											
CA	Career-Technical Assessment Program (C-TAP)											
CA	Golden State Exams					Y						Y
CT	CT Academic Performance Test (CAPT)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
CT	CT Mastery Test (CMT)	Y	Y	Y	Y	Y	Y		Y	Y	Y	
DE	Interim Assessment											
FL	FL Writing Assessment Program											
FL	Grade Ten Assessment Test (GTAT)											
FL	High School Competency Test (HSCT)											
GA	Curriculum-Based Assessments (CBA)											
GA	GA High School Graduation Tests (GHSGT)											
GA	GA Kindergarten Assessment Program (GKAP)											
GA	Norm-Referenced Testing											
GA	Writing Assessment											
HI	Credit by Examination (CbyE)											
HI	Norm-Referenced Testing											
HI	Test of Essential Competencies (HSTEC)											
ID	Norm-Referenced Testing						Y	Y				
ID	Writing Assessment						Y	Y				
IL	IL Goal Assessment Program (IGAP)						Y	Y				
IN	Statewide Assessment											

Part 3.24B Are results reported publicly by ***school districts***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
KS	KS Assessment Program											
KY	Open Response Questions											
KY	Performance events											
KY	Portfolio Assessment											
LA	Kindergarten Develop. Readiness Screen. Prog.											
LA	LA Educational Assessment Program (LEAP)						Y					
LA	LA Graduation Exit Examination						Y					
LA	Norm-Referenced Testing						Y					
MD	MD Functional Testing Program						Y					
MD	MD School Perf. Assessment Program (MSPAP)	Y					Y					
MD	Norm-Referenced Testing											
ME	State Tests				Y							
MI	Employability Skills Portfolio											
MI	MI Educational Assessment Program (MEAP)				Y		Y	Y				
MN	Essential Learner Outcomes							Y				
MO	MO Mastery and Achievement Test (MMAT)				Y		Y	Y				
MO	Writing Assessment											
MS	Functional Literacy Examination (FLE)	Y	Y	Y	Y		Y	Y				
MS	Norm-Referenced Testing			Y	Y		Y	Y				
MS	Subject Area Testing Program (SATP)						Y	Y				
MT	Student Assessment Requirement				Y		Y	Y				
NC	Competency Testing											
NC	NC Testing Program				Y		Y	Y	Y	Y	Y	
NC	Norm-Referenced Testing											
ND	Achievement and Ability Testing							Y				
NH	NH Ed. Improvement and Assessment Program						Y	Y	Y			
NJ	Grade 11 High School Proficiency Test						Y	Y				
NJ	Grade 8 Early Warning Test											

Part 3.24B Are results reported publicly by ***school districts***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
NM	High School Competency Examination											
NM	Norm-Referenced Testing											
NM	Reading Assessment for Grades 1 and 2											
NM	Writing Assessment											
NV	High School Proficiency Examination Program				Y		Y	Y				
NV	Norm-Referenced Testing				Y		Y	Y				
NV	Writing Proficiency Examination-Grade 8						Y	Y				
NY	Occupational Education Proficiency Examinations											
NY	Preliminary Competency Tests											
NY	Program Evaluation Tests											
NY	Pupil Evaluation Program Tests											
NY	Regents Competency Tests											
NY	Regents Examination Programs											
OH	Fourth-Grade Proficiency Testing				Y		Y	Y	Y	Y		
OH	Ninth-Grade Proficiency Testing	Y			Y		Y	Y	Y	Y		
OH	Norm-Referenced Testing						Y	Y				
OH	Twelfth-Grade Proficiency Testing						Y	Y	Y	Y		
OK	Norm Referenced Testing				Y							
OK	OK Core Curriculum Tests											
OR	Reading and Mathematics Assessment						Y	Y				
OR	Writing Assessment						Y	Y				
PA	Reading and Mathematics Assessment						Y	Y				
PA	Writing Assessment						Y	Y				
RI	Norm-Referenced Testing				Y		Y	Y				
RI	Writing Assessment				Y		Y	Y				
SC	Basic Skills Assessment Program											
SC	Norm-Referenced Testing											
SD	Achievement and Ability Testing							Y				
SD	Career Assessment Program											

Part 3.24B Are results reported publicly by ***school districts***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
TN	Competency Testing											
TN	Criterion-Referenced Testing											
TN	Norm-Referenced Testing											
TN	Writing Assessment											
TX	TX Assessment of Academic Skills (TAAS)				Y		Y	Y				
UT	Core Curriculum Testing (CRT)							Y				
UT	Core Curriculum Testing (Perf. Assessment)											
UT	Norm-Referenced Testing				Y		Y	Y				
VA	Literacy Passport Test (LPT)				Y		Y	Y	Y	Y		
VA	Norm-Referenced Testing (VSAP)				Y		Y	Y				
VT	Portfolio Assessment											
VT	Uniform Assessment											
WA	Basic Assessment Program				Y	Y	Y	Y	Y	Y	Y	
WI	Knowledge & Concepts Component of the WSAS						Y	Y	Y	Y		Y
WI	Third Grade Reading Test (TGRT)						Y	Y	Y	Y		Y
WV	Norm-Referenced Testing	Y			Y		Y	Y				
WV	WV-STEP				Y							
WV	Writing Assessment											
	Totals by Component	7	4	5	23	5	47	43	12	11	4	3
	Totals by State	6	3	3	16	4	26	27	8	7	3	2

Part 3.24C Are results reported publicly by the ***state***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
AK	Norm-Referenced Testing							Y				
AK	Writing Assessment											
AL	Basic Competency Tests						Y	Y				
AL	Differential Aptitude Test w/Career Interest											
AL	High School Basic Skills Exit Exam							Y				
AL	Math End-of Course Test							Y				
AL	Norm-Referenced Testing						Y	Y				
AL	Writing Assessment							Y				
AR	Norm-Referenced Testing			Y			Y	Y	Y	Y		
AZ	Norm-Referenced Testing											
CA	Career-Technical Assessment Program (C-TAP)											
CA	Golden State Exams					Y						Y
CT	CT Academic Performance Test (CAPT)				Y	Y	Y	Y	Y			
CT	CT Mastery Test (CMT)				Y	Y	Y	Y	Y			
DE	Interim Assessment	Y	Y	Y	Y	Y	Y	Y		Y	Y	
FL	FL Writing Assessment Program				Y		Y	Y		Y	Y	Y
FL	Grade Ten Assessment Test (GTAT)				Y		Y	Y		Y	Y	Y
FL	High School Competency Test (HSCT)				Y		Y	Y		Y	Y	Y
GA	Curriculum-Based Assessments (CBA)				Y		Y	Y				
GA	GA High School Graduation Tests (GHSGT)	Y										
GA	GA Kindergarten Assessment Program (GKAP)											
GA	Norm-Referenced Testing	Y					Y	Y				
GA	Writing Assessment				Y		Y	Y				
HI	Credit by Examination (CbyE)											
HI	Norm-Referenced Testing											
HI	Test of Essential Competencies (HSTEC)	Y			Y	Y	Y	Y				
ID	Norm-Referenced Testing											Y
ID	Writing Assessment											Y
IL	IL Goal Assessment Program (IGAP)						Y	Y				
IN	Statewide Assessment						Y	Y				

Part 3.24C Are results reported publicly by the ***state***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
KS	KS Assessment Program	Y										
KY	Open Response Questions											
KY	Performance events											
KY	Portfolio Assessment											
LA	Kindergarten Develop. Readiness Screen. Prog.											
LA	LA Educational Assessment Program (LEAP)							Y				
LA	LA Graduation Exit Examination							Y				
LA	Norm-Referenced Testing							Y				
MD	MD Functional Testing Program							Y				
MD	MD School Perf. Assessment Program (MSPAP)							Y		Y		
MD	Norm-Referenced Testing							Y		Y		
ME	State Tests	Y			Y		Y	Y				
MI	Employability Skills Portfolio											Y
MI	MI Educational Assessment Program (MEAP)				Y		Y	Y		Y		
MN	Essential Learner Outcomes											
MO	MO Mastery and Achievement Test (MMAT)				Y							
MO	Writing Assessment											Y
MS	Functional Literacy Examination (FLE)							Y				
MS	Norm-Referenced Testing				Y		Y	Y				
MS	Subject Area Testing Program (SATP)						Y	Y				
MT	Student Assessment Requirement											Y
NC	Competency Testing											
NC	NC Testing Program								Y			
NC	Norm-Referenced Testing											Y
ND	Achievement and Ability Testing									Y		
NH	NH Ed. Improvement and Assessment Program						Y	Y	Y			
NJ	Grade 11 High School Proficiency Test						Y	Y			Y	
NJ	Grade 8 Early Warning Test											

Part 3.24C Are results reported publicly by the *state*? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
NM	High School Competency Examination											
NM	Norm-Referenced Testing											
NM	Reading Assessment for Grades 1 and 2											
NM	Writing Assessment											
NV	High School Proficiency Examination Program				Y		Y	Y				
NV	Norm-Referenced Testing				Y		Y	Y				
NV	Writing Proficiency Examination-Grade 8						Y	Y				Y
NY	Occupational Education Proficiency Examinations						Y	Y				
NY	Preliminary Competency Tests	Y				Y	Y	Y				
NY	Program Evaluation Tests						Y	Y				
NY	Pupil Evaluation Program Tests	Y					Y	Y				
NY	Regents Competency Tests	Y					Y	Y				
NY	Regents Examination Programs	Y					Y	Y				
OH	Fourth-Grade Proficiency Testing				Y		Y	Y	Y	Y		
OH	Ninth-Grade Proficiency Testing				Y		Y	Y	Y	Y		
OH	Norm-Referenced Testing						Y	Y				
OH	Twelfth-Grade Proficiency Testing						Y	Y	Y	Y		
OK	Norm Referenced Testing				Y			Y				
OK	OK Core Curriculum Tests				Y		Y	Y				
OR	Reading and Mathematics Assessment						Y			Y	Y	
OR	Writing Assessment						Y			Y	Y	
PA	Reading and Mathematics Assessment						Y					
PA	Writing Assessment											
RI	Norm-Referenced Testing				Y		Y	Y		Y	Y	
RI	Writing Assessment				Y		Y	Y		Y	Y	
SC	Basic Skills Assessment Program				Y			Y		Y	Y	
SC	Norm-Referenced Testing				Y			Y		Y	Y	
SD	Achievement and Ability Testing											
SD	Career Assessment Program											

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Part 3.24C Are results reported publicly by the ***state***? If so, at what level is the information reported?

ST	Program Component	Individual students	Students in each classroom	Classroom summary	Grade summary	Students in each school	School summary	District summary	Gender	Race	SES	Other
TN	Competency Testing				Y			Y				
TN	Criterion-Referenced Testing				Y			Y				
TN	Norm-Referenced Testing				Y			Y				
TN	Writing Assessment				Y			Y				
TX	TX Assessment of Academic Skills (TAAS)				Y		Y	Y		Y	Y	
UT	Core Curriculum Testing (CRT)											
UT	Core Curriculum Testing (Perf. Assessment)											
UT	Norm-Referenced Testing				Y		Y	Y				
VA	Literacy Passport Test (LPT)				Y			Y	Y	Y		Y
VA	Norm-Referenced Testing (VSAP)				Y			Y		Y		
VT	Portfolio Assessment											Y
VT	Uniform Assessment											Y
WA	Basic Assessment Program				Y			Y	Y	Y		
WI	Knowledge & Concepts Component of the WSAS						Y	Y	Y	Y	Y	Y
WI	Third Grade Reading Test (TGRT)						Y	Y	Y	Y	Y	Y
WV	Norm-Referenced Testing	Y			Y		Y	Y				
WV	WV-STEP				Y							
WV	Writing Assessment											
	Totals by Component	11	1	2	34	6	45	63	32	24	14	16
	Totals by State	7	1	2	20	5	25	30	17	14	8	11

Part 3.25A Are the scores for ***students with IEPs*** reported in these publicly released reports?

ST	Program Component	Excluded from regular reports and averages; separate group summary report released.	Excluded from regular reports and averages; no separate group summary report released.	Included in regular reports; separate group summary report released.	Included in regular reports; no separate group summary released.
AK	Norm-Referenced Testing			Y	
AK	Writing Assessment				
AL	Basic Competency Tests	Y			
AL	Differential Aptitude Test w/Career Interest				Y
AL	High School Basic Skills Exit Exam		Y		
AL	Math End-of Course Test				Y
AL	Norm-Referenced Testing				Y
AL	Writing Assessment				Y
AR	Norm-Referenced Testing			Y	Y
AZ	Norm-Referenced Testing				Y
CA	Career-Technical Assessment Program (C-TAP)				
CA	Golden State Exams				Y
CT	CT Academic Performance Test (CAPT)				Y
CT	CT Mastery Test (CMT)				Y
DE	Interim Assessment				Y
FL	FL Writing Assessment Program		Y		
FL	Grade Ten Assessment Test (GTAT)		Y		
FL	High School Competency Test (HSCT)		Y		
GA	Curriculum-Based Assessments (CBA)				Y
GA	GA High School Graduation Tests (GHSGT)				Y
GA	GA Kindergarten Assessment Program (GKAP)				
GA	Norm-Referenced Testing				Y
GA	Writing Assessment				Y
HI	Credit by Examination (CbyE)				
HI	Norm-Referenced Testing				
HI	Test of Essential Competencies (HSTEC)				Y
ID	Norm-Referenced Testing				Y
ID	Writing Assessment				Y
IL	IL Goal Assessment Program (IGAP)				Y

Part 3.25A Are the scores for ***students with IEPs*** reported in these publicly released reports?

ST	Program Component	Excluded from regular reports and averages; separate group summary report released.	Excluded from regular reports and averages; no separate group summary report released.	Included in regular reports; separate group summary report released.	Included in regular reports; no separate group summary released.
IN	Statewide Assessment	Y	Y		
KS	KS Assessment Program		Y		
KY	Open Response Questions				Y
KY	Performance events				Y
KY	Portfolio Assessment				Y
LA	Kindergarten Develop. Readiness Screen. Prog.				
LA	LA Educational Assessment Program (LEAP)			Y	
LA	LA Graduation Exit Examination			Y	
LA	Norm-Referenced Testing		Y		
MD	MD Functional Testing Program				Y
MD	MD School Perf. Assessment Program (MSPAP)				Y
MD	Norm-Referenced Testing				
ME	State Tests				
MI	Employability Skills Portfolio				
MI	MI Educational Assessment Program (MEAP)		Y		
MN	Essential Learner Outcomes		Y		
MO	MO Mastery and Achievement Test (MMAT)	Y			
MO	Writing Assessment				
MS	Functional Literacy Examination (FLE)				Y
MS	Norm-Referenced Testing				Y
MS	Subject Area Testing Program (SATP)				Y
MT	Student Assessment Requirement				Y
NC	Competency Testing				
NC	NC Testing Program			Y	
NC	Norm-Referenced Testing				
ND	Achievement and Ability Testing			Y	
NH	NH Ed. Improvement and Assessment Program			Y	

Part 3.25A Are the scores for ***students with IEPs*** reported in these publicly released reports?

ST	Program Component	Excluded from regular reports and averages; separate group summary report released.	Excluded from regular reports and averages; no separate group summary report released.	Included in regular reports; separate group summary report released.	Included in regular reports; no separate group summary released.
NJ	Grade 11 High School Proficiency Test	Y			
NJ	Grade 8 Early Warning Test	Y			
NM	High School Competency Examination				
NM	Norm-Referenced Testing				
NM	Reading Assessment for Grades 1 and 2				
NM	Writing Assessment				
NV	High School Proficiency Examination Program				Y
NV	Norm-Referenced Testing				Y
NV	Writing Proficiency Examination-Grade 8				Y
NY	Occupational Education Proficiency Examinations	Y			
NY	Preliminary Competency Tests			Y	
NY	Program Evaluation Tests			Y	
NY	Pupil Evaluation Program Tests			Y	
NY	Regents Competency Tests			Y	
NY	Regents Examination Programs			Y	
OH	Fourth-Grade Proficiency Testing			Y	
OH	Ninth-Grade Proficiency Testing			Y	
OH	Norm-Referenced Testing			Y	
OH	Twelfth-Grade Proficiency Testing			Y	
OK	Norm Referenced Testing				Y
OK	OK Core Curriculum Tests				Y
OR	Reading and Mathematics Assessment				
OR	Writing Assessment				
PA	Reading and Mathematics Assessment				Y
PA	Writing Assessment				Y
RI	Norm-Referenced Testing			Y	
RI	Writing Assessment			Y	
SC	Basic Skills Assessment Program				Y
SC	Norm-Referenced Testing				Y
SD	Achievement and Ability Testing				
SD	Career Assessment Program				

Part 3.25A Are the scores for ***students with IEPs*** reported in these publicly released reports?

ST	Program Component	Excluded from regular reports and averages; separate group summary report released.	Excluded from regular reports and averages; no separate group summary report released.	Included in regular reports; separate group summary report released.	Included in regular reports; no separate group summary released.
TN	Competency Testing			Y	
TN	Criterion-Referenced Testing			Y	
TN	Norm-Referenced Testing			Y	
TN	Writing Assessment			Y	
TX	TX Assessment of Academic Skills (TAAS)	Y			
UT	Core Curriculum Testing (CRT)				
UT	Core Curriculum Testing (Perf. Assessment)				
UT	Norm-Referenced Testing				Y
VA	Literacy Passport Test (LPT)			Y	
VA	Norm-Referenced Testing (VSAP)		Y		
VT	Portfolio Assessment				Y
VT	Uniform Assessment				Y
WA	Basic Assessment Program				Y
WI	Knowledge & Concepts Component of the WSAS	Y			
WI	Third Grade Reading Test (TGRT)	Y			
WV	Norm-Referenced Testing		Y		
WV	WV-STEP				
WV	Writing Assessment				
	Totals by Component	9	11	23	40
	Totals by State	7	9	11	21

Part 3.25B Are the scores for ***LEP students*** reported in these publicly released reports?

ST	Program Component	Excluded from regular reports and averages; separate group summary report released.	Excluded from regular reports and averages; no separate group summary report released.	Included in regular reports; separate group summary report released.	Included in regular reports; no separate group summary released.
AK	Norm-Referenced Testing			Y	
AK	Writing Assessment				
AL	Basic Competency Tests				Y
AL	Differential Aptitude Test w/Career Interest				Y
AL	High School Basic Skills Exit Exam				Y
AL	Math End-of Course Test				Y
AL	Norm-Referenced Testing				Y
AL	Writing Assessment				Y
AR	Norm-Referenced Testing		Y		
AZ	Norm-Referenced Testing				Y
CA	Career-Technical Assessment Program (C-TAP)				
CA	Golden State Exams				Y
CT	CT Academic Performance Test (CAPT)				Y
CT	CT Mastery Test (CMT)				Y
DE	Interim Assessment				Y
FL	FL Writing Assessment Program		Y		
FL	Grade Ten Assessment Test (GTAT)		Y		
FL	High School Competency Test (HSCT)		Y		
GA	Curriculum-Based Assessments (CBA)				Y
GA	GA High School Graduation Tests (GHSGT)				Y
GA	GA Kindergarten Assessment Program (GKAP)				
GA	Norm-Referenced Testing				Y
GA	Writing Assessment				Y
HI	Credit by Examination (CbyE)				
HI	Norm-Referenced Testing				
HI	Test of Essential Competencies (HSTEC)				Y
ID	Norm-Referenced Testing				Y
ID	Writing Assessment				Y
IL	IL Goal Assessment Program (IGAP)				Y

Part 3.25B Are the scores for ***LEP students*** reported in these publicly released reports?

ST	Program Component	Excluded from regular reports and averages; separate group summary report released.	Excluded from regular reports and averages; no separate group summary report released.	Included in regular reports; separate group summary report released.	Included in regular reports; no separate group summary released.
IN	Statewide Assessment				
KS	KS Assessment Program		Y		
KY	Open Response Questions				Y
KY	Performance events				Y
KY	Portfolio Assessment				Y
LA	Kindergarten Develop. Readiness Screen. Prog.				
LA	LA Educational Assessment Program (LEAP)			Y	
LA	LA Graduation Exit Examination			Y	
LA	Norm-Referenced Testing		Y		Y
MD	MD Functional Testing Program				Y
MD	MD School Perf. Assessment Program (MSPAP)				Y
MD	Norm-Referenced Testing				
ME	State Tests				
MI	Employability Skills Portfolio				
MI	MI Educational Assessment Program (MEAP)		Y		
MN	Essential Learner Outcomes		Y		
MO	MO Mastery and Achievement Test (MMAT)	Y			
MO	Writing Assessment				
MS	Functional Literacy Examination (FLE)				Y
MS	Norm-Referenced Testing				Y
MS	Subject Area Testing Program (SATP)				Y
MT	Student Assessment Requirement				Y
NC	Competency Testing				
NC	NC Testing Program			Y	
NC	Norm-Referenced Testing				
ND	Achievement and Ability Testing			Y	
NH	NH Ed. Improvement and Assessment Program			Y	

Part 3.25B Are the scores for ***LEP students*** reported in these publicly released reports?

ST	Program Component	Excluded from regular reports and averages; separate group summary report released.	Excluded from regular reports and averages; no separate group summary report released.	Included in regular reports; separate group summary report released.	Included in regular reports; no separate group summary released.
NJ	Grade 11 High School Proficiency Test	Y			
NJ	Grade 8 Early Warning Test	Y			
NM	High School Competency Examination				
NM	Norm-Referenced Testing				
NM	Reading Assessment for Grades 1 and 2				
NM	Writing Assessment				
NV	High School Proficiency Examination Program				Y
NV	Norm-Referenced Testing				Y
NV	Writing Proficiency Examination-Grade 8				Y
NY	Occupational Education Proficiency Examinations				Y
NY	Preliminary Competency Tests				Y
NY	Program Evaluation Tests				
NY	Pupil Evaluation Program Tests				
NY	Regents Competency Tests				Y
NY	Regents Examination Programs				Y
OH	Fourth-Grade Proficiency Testing				Y
OH	Ninth-Grade Proficiency Testing				Y
OH	Norm-Referenced Testing				Y
OH	Twelfth-Grade Proficiency Testing				Y
OK	Norm Referenced Testing				Y
OK	OK Core Curriculum Tests				Y
OR	Reading and Mathematics Assessment				
OR	Writing Assessment				
PA	Reading and Mathematics Assessment				Y
PA	Writing Assessment				Y
RI	Norm-Referenced Testing			Y	
RI	Writing Assessment			Y	
SC	Basic Skills Assessment Program				Y
SC	Norm-Referenced Testing				Y
SD	Achievement and Ability Testing				
SD	Career Assessment Program				

Part 3.25B Are the scores for ***LEP students*** reported in these publicly released reports?

ST	Program Component	Excluded from regular reports and averages; separate group summary report released.	Excluded from regular reports and averages; no separate group summary report released.	Included in regular reports; separate group summary report released.	Included in regular reports; no separate group summary released.
TN	Competency Testing				
TN	Criterion-Referenced Testing				
TN	Norm-Referenced Testing				
TN	Writing Assessment				
TX	TX Assessment of Academic Skills (TAAS)			Y	
UT	Core Curriculum Testing (CRT)				
UT	Core Curriculum Testing (Perf. Assessment)				
UT	Norm-Referenced Testing				Y
VA	Literacy Passport Test (LPT)			Y	
VA	Norm-Referenced Testing (VSAP)		Y		
VT	Portfolio Assessment				Y
VT	Uniform Assessment				Y
WA	Basic Assessment Program				Y
WI	Knowledge & Concepts Component of the WSAS	Y			
WI	Third Grade Reading Test (TGRT)	Y			
WV	Norm-Referenced Testing				
WV	WV-STEP				
WV	Writing Assessment				
	Totals by Component	5	9	10	50
	Totals by State	3	7	8	23

Part 3.26 In dollar terms, how much did it cost to operate this assessment component for the 1994-95 school year?

ST	Program Component	Total	Cost per student tested
AK	Norm-Referenced Testing		$3.00
AK	Writing Assessment		
AL	Basic Competency Tests	$82,000	$0.50
AL	Differential Aptitude Test w/Career Interest	$424,250	$3.39
AL	High School Basic Skills Exit Exam	$215,750	$2.75
AL	Math End-of Course Test	$300,274	$4.56
AL	Norm-Referenced Testing	$650,994	$1.39
AL	Writing Assessment	$236,964	$2.24
AR	Norm-Referenced Testing	$33,870	
AZ	Norm-Referenced Testing	$39,000	
CA	Career-Technical Assessment Program (C-TAP)		
CA	Golden State Exams	$3,500,000	$7.00
CT	CT Academic Performance Test (CAPT)	$873,873	$24.49
CT	CT Mastery Test (CMT)	$1,941,469	$17.15
DE	Interim Assessment	$500,000	$15.00
FL	FL Writing Assessment Program	$1,500,000	$4.00
FL	Grade Ten Assessment Test (GTAT)	$157,000	$1.53
FL	High School Competency Test (HSCT)	$1,419,000	
GA	Curriculum-Based Assessments (CBA)		
GA	GA High School Graduation Tests (GHSGT)		
GA	GA Kindergarten Assessment Program (GKAP)		
GA	Norm-Referenced Testing		
GA	Writing Assessment		
HI	Credit by Examination (CbyE)		
HI	Norm-Referenced Testing		
HI	Test of Essential Competencies (HSTEC)		$13.00
ID	Norm-Referenced Testing		$2.00
ID	Writing Assessment	$80,000	$2.00
IL	IL Goal Assessment Program (IGAP)	$5,100,000	$6.00
IN	Statewide Assessment	$2,000,000	$9.09
KS	KS Assessment Program		
KY	Open Response Questions		
KY	Performance events		
KY	Portfolio Assessment		
LA	Kindergarten Develop. Readiness Screen. Prog.	$0	$0.00
LA	LA Educational Assessment Program (LEAP)		
LA	LA Graduation Exit Examination		
LA	Norm-Referenced Testing	$0	$0.00
MD	MD Functional Testing Program		
MD	MD School Perf. Assessment Program (MSPAP)		
MD	Norm-Referenced Testing		

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Part 3.26 In dollar terms, how much did it cost to operate this assessment component for the 1994-95 school year?

ST	Program Component	Total	Cost per student tested
ME	State Tests		
MI	Employability Skills Portfolio		
MI	MI Educational Assessment Program (MEAP)		
MN	Essential Learner Outcomes	$600,000	$6.00
MO	MO Mastery and Achievement Test (MMAT)	$800,000	$5.00
MO	Writing Assessment		
MS	Functional Literacy Examination (FLE)	$427,777	$14.26
MS	Norm-Referenced Testing	$1,909,712	$7.95
MS	Subject Area Testing Program (SATP)	$850,319	$13.71
MT	Student Assessment Requirement		
NC	Competency Testing		
NC	NC Testing Program		$3.25
NC	Norm-Referenced Testing		
ND	Achievement and Ability Testing	$144,000	$4.00
NH	NH Ed. Improvement and Assessment Program	$300,000	$20.00
NJ	Grade 11 High School Proficiency Test	$2,000,000	$25.00
NJ	Grade 8 Early Warning Test	$1,400,000	$17.00
NM	High School Competency Examination		
NM	Norm-Referenced Testing		
NM	Reading Assessment for Grades 1 and 2		
NM	Writing Assessment		
NV	High School Proficiency Examination Program		
NV	Norm-Referenced Testing		
NV	Writing Proficiency Examination-Grade 8		
NY	Occupational Education Proficiency Examinations		
NY	Preliminary Competency Tests		
NY	Program Evaluation Tests		
NY	Pupil Evaluation Program Tests		
NY	Regents Competency Tests		
NY	Regents Examination Programs		
OH	Fourth-Grade Proficiency Testing	$915,200	$7.15
OH	Ninth-Grade Proficiency Testing	$2,000,000	$4.00
OH	Norm-Referenced Testing	$0	$0.00
OH	Twelfth-Grade Proficiency Testing	$365,000	$4.00
OK	Norm Referenced Testing	$105,000	$1.21
OK	OK Core Curriculum Tests	$1,126,931	$9.50
OR	Reading and Mathematics Assessment	$500,000	$3.00
OR	Writing Assessment	$320,000	$4.00
PA	Reading and Mathematics Assessment	$2,000,000	$6.00
PA	Writing Assessment	$350,000	$3.00

Part 3.26 In dollar terms, how much did it cost to operate this assessment component for the 1994-95 school year?

ST	Program Component	Total	Cost per student tested
RI	Norm-Referenced Testing		
RI	Writing Assessment		
SC	Basic Skills Assessment Program	$1,600,000	
SC	Norm-Referenced Testing	$480,000	$2.00
SD	Achievement and Ability Testing	$165,000	$5.00
SD	Career Assessment Program	$60,000	$5.50
TN	Competency Testing		
TN	Criterion-Referenced Testing		
TN	Norm-Referenced Testing		
TN	Writing Assessment		
TX	TX Assessment of Academic Skills (TAAS)		
UT	Core Curriculum Testing (CRT)		
UT	Core Curriculum Testing (Perf. Assessment)		
UT	Norm-Referenced Testing		
VA	Literacy Passport Test (LPT)	$2,286,998	$13.03
VA	Norm-Referenced Testing (VSAP)	$400,000	$2.00
VT	Portfolio Assessment	$200,000	$16.00
VT	Uniform Assessment	$150,000	$4.00
WA	Basic Assessment Program	$333,862	$1.77
WI	Knowledge & Concepts Component of the WSAS	$925,000	$7.12
WI	Third Grade Reading Test (TGRT)	$236,500	$4.00
WV	Norm-Referenced Testing	$150,000	$1.50
WV	WV-STEP		
WV	Writing Assessment		

Part 3.27 Is the program audited? That is, is it reviewed for procedure and integrity? Is the program evaluated? That is, is it reviewed for quality and validity?

ST	Program Component	Audited?	Evaluated?
AK	Norm-Referenced Testing	No	Yes
AK	Writing Assessment	No	No
AL	Basic Competency Tests	Yes	Yes
AL	Differential Aptitude Test w/Career Interest	Yes	Yes
AL	High School Basic Skills Exit Exam	Yes	Yes
AL	Math End-of Course Test	Yes	Yes
AL	Norm-Referenced Testing	Yes	Yes
AL	Writing Assessment	Yes	Yes
AR	Norm-Referenced Testing	No	Yes
AZ	Norm-Referenced Testing	Yes	Yes
CA	Career-Technical Assessment Program (C-TAP)	No	Yes
CA	Golden State Exams	Yes	Yes
CT	CT Academic Performance Test (CAPT)	Yes	Yes
CT	CT Mastery Test (CMT)	Yes	Yes
DE	Interim Assessment	No	Yes
FL	FL Writing Assessment Program	No	Yes
FL	Grade Ten Assessment Test (GTAT)	No	Yes
FL	High School Competency Test (HSCT)	No	Yes
GA	Curriculum-Based Assessments (CBA)	Yes	Yes
GA	GA High School Graduation Tests (GHSGT)	Yes	Yes
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Yes
GA	Norm-Referenced Testing	Yes	Yes
GA	Writing Assessment	Yes	Yes
HI	Credit by Examination (CbyE)	Yes	Yes
HI	Norm-Referenced Testing	Yes	Yes
HI	Test of Essential Competencies (HSTEC)	Yes	Yes
ID	Norm-Referenced Testing	No	No
ID	Writing Assessment	No	No
IL	IL Goal Assessment Program (IGAP)	Yes	Yes
IN	Statewide Assessment	No	No
KS	KS Assessment Program	Yes	No
KY	Open Response Questions	Yes	Yes
KY	Performance events	Yes	Yes
KY	Portfolio Assessment	Yes	Yes
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes	No
LA	LA Educational Assessment Program (LEAP)	Yes	Yes
LA	LA Graduation Exit Examination	Yes	Yes
LA	Norm-Referenced Testing	Yes	Yes
MD	MD Functional Testing Program	Yes	Yes
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Yes
MD	Norm-Referenced Testing	Yes	Yes
ME	State Tests	Yes	Yes

Part 3.27 Is the program audited? That is, is it reviewed for procedure and integrity?
Is the program evaluated? That is, is it reviewed for quality and validity?

ST	Program Component	Audited?	Evaluated?
MI	Employability Skills Portfolio	Yes	Yes
MI	MI Educational Assessment Program (MEAP)	No	No
MN	Essential Learner Outcomes	No	No
MO	MO Mastery and Achievement Test (MMAT)	Yes	Yes
MO	Writing Assessment	Yes	Yes
MS	Functional Literacy Examination (FLE)	Yes	Yes
MS	Norm-Referenced Testing	Yes	Yes
MS	Subject Area Testing Program (SATP)	Yes	Yes
MT	Student Assessment Requirement	No	No
NC	Competency Testing	Yes	Yes
NC	NC Testing Program	Yes	Yes
NC	Norm-Referenced Testing	Yes	No
ND	Achievement and Ability Testing	No	Yes
NH	NH Ed. Improvement and Assessment Program	No	No
NJ	Grade 11 High School Proficiency Test	No	Yes
NJ	Grade 8 Early Warning Test	No	Yes
NM	High School Competency Examination	Yes	Yes
NM	Norm-Referenced Testing	Yes	Yes
NM	Reading Assessment for Grades 1 and 2	LO	LO
NM	Writing Assessment	Yes	Yes
NV	High School Proficiency Examination Program	No	Yes
NV	Norm-Referenced Testing	No	Yes
NV	Writing Proficiency Examination-Grade 8	Yes	Yes
NY	Occupational Education Proficiency Examinations	Yes	Yes
NY	Preliminary Competency Tests	Yes	Yes
NY	Program Evaluation Tests	Yes	Yes
NY	Pupil Evaluation Program Tests	Yes	Yes
NY	Regents Competency Tests	Yes	Yes
NY	Regents Examination Programs	Yes	Yes
OH	Fourth-Grade Proficiency Testing	Yes	Yes
OH	Ninth-Grade Proficiency Testing	Yes	Yes
OH	Norm-Referenced Testing	No	No
OH	Twelfth-Grade Proficiency Testing	Yes	Yes
OK	Norm Referenced Testing	Yes	Yes
OK	OK Core Curriculum Tests	Yes	Yes
OR	Reading and Mathematics Assessment	Yes	Yes
OR	Writing Assessment	Yes	Yes
PA	Reading and Mathematics Assessment	No	Yes
PA	Writing Assessment	No	No
RI	Norm-Referenced Testing	Yes	Yes
RI	Writing Assessment	Yes	Yes
SC	Basic Skills Assessment Program	No	Yes
SC	Norm-Referenced Testing	No	Yes

Part 3.27 Is the program audited? That is, is it reviewed for procedure and integrity?
Is the program evaluated? That is, is it reviewed for quality and validity?

ST	Program Component	Audited?	Evaluated?
SD	Achievement and Ability Testing	Yes	No
SD	Career Assessment Program		
TN	Competency Testing	Yes	Yes
TN	Criterion-Referenced Testing	Yes	Yes
TN	Norm-Referenced Testing	Yes	Yes
TN	Writing Assessment	Yes	Yes
TX	TX Assessment of Academic Skills (TAAS)	Yes	Yes
UT	Core Curriculum Testing (CRT)	No	Yes
UT	Core Curriculum Testing (Perf. Assessment)	No	Yes
UT	Norm-Referenced Testing	Yes	Yes
VA	Literacy Passport Test (LPT)	Yes	Yes
VA	Norm-Referenced Testing (VSAP)	No	No
VT	Portfolio Assessment	No	Yes
VT	Uniform Assessment		Yes
WA	Basic Assessment Program	Yes	Yes
WI	Knowledge & Concepts Component of the WSAS	Yes	No
WI	Third Grade Reading Test (TGRT)	Yes	Yes
WV	Norm-Referenced Testing	No	Yes
WV	WV-STEP	No	Yes
WV	Writing Assessment	No	Yes

	Audited?	Evaluated?
Totals by Component	Yes = 70 No = 32	Yes = 87 No = 16
Totals by State	Yes=30 No = 21	Yes = 38 No = 15

NATIONAL GOVERNORS ASSOCIATION SUMMARY TABLES

National Governors Association Summary Tables

The National Governors Association (NGA) used these 1994-1995 SSAP data tables in tables released this at the 1996 National Education Summit (see http://www.summit96.ibm.com for more information). We have reprinted two of those summary tables here. The NGA allowed states to update our information, including changes made in their assessment programs through to February 1996. As a result, there are some differences in the NGA and our report. The NGA has provided footnotes for each table to highlight some of the differences. Please contact the NGA if you have any questions about the following set of data.

Education Standards, Assessment, and Accountability in the States

Prepared by the National Governors' Association
for the 1996 National Education Summit

March 26-27, 1996
Palisades, New York

Preface

This document provides a state-by-state status report on education standards, assessment systems, and accountability mechanisms in the states. The data reflect primarily the findings of surveys conducted by the Council of Chief State School Officers (CCSSO) and the North Central Regional Educational Laboratory (NCREL) during 1995. To ensure that the data are current, Governors' education policy advisors were asked to review the document prior to the National Education Summit. Any differences between the data reported here and the CCSSO or NCREL data are the result of updated information provided by the Governors' education policy advisors. The first chart provides an overview of state progress on standards, assessment, and accountability. Three additional charts present more detailed information in each area. Where appropriate, footnotes on specific state activities are included in these more detailed charts.

The National Governors' Association recognizes that the data contained in this document may contradict reports published by other organizations. This is because state progress in these areas is occurring rapidly and because there is no official source for information in each state. Survey results sometimes vary depending on to whom the survey is originally sent and to whom it may be forwarded for completion. Individuals may also use different working definitions of standards. For the purposes of this document, consistent with the CCSSO survey efforts, content standards describe the subject matter, knowledge, proficiencies, and dispositions students should gain from their education. It should also be noted that not all states have state-level mandated standards. Where possible, information on states where standards are determined at the local level is included in footnotes. Finally, unlike some other progress reports, this document does not attempt to judge the adequacy of state standards. All survey data included in this publication were self-reported by the states.

The data on assessment included in this document provide a snapshot of all mandated state assessment programs. They do not, however, provide information on whether or not state assessment systems are aligned with content standards. This critical information is not currently available on a state-by-state basis. Anecdotal evidence suggests that most states are just beginning to redesign their assessment systems to align them with new content standards. This information would be useful to collect for future updates of this document. Similarly, state accountability mechanisms for students, teachers, and schools apply to any state assessments and may not be aligned with state standards.

The National Governors' Association would like to thank the Council of Chief State School Officers, the North Central Regional Educational Laboratory, and the National Education Goals Panel for their assistance in the preparation of this document.

The information contained in this report is largely self-reported by states. Its purpose is to track the existence of content standards, assessments systems, and accountability mechanisms in states.

This report does not make any attempt to evaluate the quality and/or effectiveness of the standards, assessments, and accountability systems that are currently in place in states. A thorough evaluation of a standards-based reform initiative needs to consider the following questions.

- Are the state's content standards rigorous enough? Will these standards raise learning to levels needed to prepare students to be productive citizens?
- Do the state's performance standards relate to its content standards? Are performance standards set at levels high enough to demonstrate true mastery of the content? Do the states' performance standards explain clearly to educators, parents, students, and employers the level and quality of work needed to meet or exceed the content standards?
- Are assessments linked to content standards in a way that accurately reports whether students are acquiring the knowledge and skills that the state and communities have deemed important?

Questions about the quality of standards and whether the assessment accurately measures the standards are critical. Having low standards in place or administering tests that only measure low standards will not do the job of ensuring that the education system adequately prepares students for citizenship or work.

Summary Table: Education Standards, Assessment, and Accountability in the States

State	Content Standards in Core Academic Subjects[1]	Assessment[2]		Accountability[3]		
		Types	*Grade Levels*	*Student*	*Teacher*	*School*
Alabama	●	NRT, CRT, WS, COR	3-11	●	●	●
Alaska	●	NRT	4, 8, 11			●
Arizona[4]	● (r)	NRT	4, 7, 10			●
Arkansas[5]	●	NRT, CRT, WS, COR	K-5, 7-8, 10-11	●		●
California[6]						
Colorado[7]	●	CRT, Perf, WS, COR	4, 8, 11			●
Connecticut	● (r)	CRT, Perf, WS	4, 6, 8, 10	●		●
Delaware[8]	●	WS	3, 5, 8, 10			
Florida		NRT, CRT, WS	4, 8, 10-11	●		●
Georgia	● (r)	NRT, CRT, Perf, WS, COR	K, 3, 5, 8, 11	●		●
Hawaii	●	NRT, CRT	3, 6, 8, 10-12	●		●
Idaho	○	NRT, WS	3-11 (NRT), 4,8,11 (WS)			●
Illinois[9]	○	NRT, CRT, WS	3-4, 6-8, 10-11			●
Indiana[10]	○	NRT, CRT, Perf, WS	3, 6, 8, 10	●		●
Iowa[11]						
Kansas	●	CRT, Perf, WS	3-5, 7-8, 10-11			●
Kentucky	●	Perf, Prt, COR	4-5, 8, 11-12	●	●	●
Louisiana	●	NRT, CRT, Perf, WS	K, 3-7, 10-11	●		●
Maine[12]	●	WS, COR	4, 8, 11	●		●
Maryland	●	NRT, CRT, Perf, WS	3, 5, 7-8	●		●
Massachusetts[13]	○	CRT, Perf, WS	4, 8, 10	○		○
Michigan	●	CRT	4-5, 7-8, 10-11	●		●
Minnesota[14]	○			○		○
Mississippi	●	NRT, CRT, Perf, WS	4-9, 11	●		●
Missouri	○	CRT, WS	3, 5-6, 8, 10-11	●		●

● = completed ○ = under development/partially completed (r) = being reviewed

[redacted] NRT [redacted] orm [redacted] enc [redacted] ulti [redacted] oic [redacted] ing [redacted] C [redacted] cri [redacted] -ref [redacted] ed, [redacted] iple- [redacted] e te [redacted] [redacted] [redacted] = w [redacted] sam [redacted] [redacted] [redacted]

Perf = performance testing Prt = portfolio assessment

Summary Table: Education Standards, Assessment, and Accountability in the States (continued)

State	Content Standards in Core Academic Subjects(1)	Assessment(2)		Accountability(3)		
		Types	*Grade Levels*	*Student*	*Teacher*	*School*
Montana	●	NRT	4, 8, 11			
Nebraska(15)	○					
Nevada	● (r)	NRT, WS	4, 8, 11	●		●
New Hampshire	●	CRT, WS, COR	3, 6, 10			●
New Jersey(16)	●	CRT, WS, COR	8, 11	●		●
New Mexico	○	NRT, CRT, Perf, WS	1-6, 8, 10	●		●
New York(17)	○	CRT, Perf, WS, COR	3-6, 8-11	●		●
North Carolina	●	NRT, CRT, WS, COR	3-11	●	●	●
North Dakota	●	NRT	3, 6, 8, 11	●		●
Ohio	○	NRT, CRT, Perf, WS, COR	4, 6, 8-9, 12	●		●
Oklahoma	●	NRT, CRT, WS	3, 5, 7-8, 11			●
Oregon(18)	○	CRT, Perf, WS	3, 5, 8, 11	○		●
Pennsylvania(19)	○	CRT, Perf	5, 8, 11			●
Rhode Island	○	NRT, WS, Perf	4, 8, 10			●
South Carolina	○	NRT, CRT, WS	1, 3-12	●		●
South Dakota	○	NRT	4, 8, 11			
Tennessee	●	NRT, CRT, WS	2-12	●		●
Texas(20)	● (r)	CRT, WS	3-8, 10	●		●
Utah	●	NRT, CRT	K-12 (CRT), 5, 8, 11 (NRT)	●		●
Vermont(21)	●					●
Virginia(22)	●	NRT, CRT, WS	4, 6-12	●		●
Washington(23)	○	NRT, CRT (Perf, COR)	4, 8, 11 (4, 7, 10)	○		●
West Virginia	●	NRT, CRT, Perf, WS	1-11	●	●	●
Wisconsin	●	NRT, CRT, WS	3-4, 8, 10			●
Wyoming	○					

● = completed ○ = under development/partially completed (r) = being reviewed

NRT = norm-referenced, multiple-choice testing CRT = criterion-referenced, multiple-choice testing WS = writing sample

COR = constructed, open-response testing Perf = performance testing Prt = portfolio assessment

Notes to Summary Table: Education Standards, Assessment, and Accountability in the States

(1) For the purposes of this table, the core academic subjects are defined as language arts, mathematics, science, and social studies. To receive a designation of completed standards, a state must have standards completed in all four of these subject areas.
(2) Assessment data apply to all mandated state assessments. Data on assessments that are voluntary for students, schools, or districts are not included. Assessments may not be aligned with content standards.
(3) Accountability data apply to any state assessments. Accountability mechanisms may not be aligned with content standards.
(4) See footnote on Table 2 on state assessment systems.
(5) See footnotes on Tables 2 and 3 on state assessment systems and student, teacher, and school accountability.
(6) See footnotes on Tables 1 and 2 on content standards and state assessment systems.
(7) See footnotes on Tables 2 and 3.
(8) See footnote on Table 2.
(9) See footnotes on Tables 2 and 3.
(10) See footnote on Table 3.
(11) See footnotes on Tables 1, 2, and 3.
(12) See footnote on Table 3.
(13) See footnotes on Tables 2 and 3.
(14) See footnotes on Tables 1, 2, and 3.
(15) See footnote on Table 2.
(16) See footnote on Table 2.
(17) See footnote on Table 3.
(18) See footnote on Table 3.
(19) See footnote on Table 2.
(20) See footnote on Table 1.
(21) See footnote on Table 2.
(22) See footnotes on Tables 2 and 3.
(23) See footnotes on Tables 1, 2, and 3.

Sources: Council of Chief State School Officers, *Status Report: State Systemic Education Improvements* (Washington, D.C.: Council of Chief State School Officers, August 1995); and Council of Chief State School Officers and North Central Regional Educational Laboratory, *State Student Assessment Programs Database* (Oak Brook, Ill.: North Central Regional Educational Laboratory, forthcoming). Data revised by Governors' education policy advisors in February 1996.

Table 2: Types, Grade Levels, and Subjects of Assessment in the States[1]

State	Types	Grade Levels	Subjects			
			Language Arts	*Mathematics*	*Science*	*Social Studies*
Alabama	NRT, CRT, WS, COR	3-11	●	●	●	●
Alaska	NRT	4, 8, 11	●	●		
Arizona[2]	NRT	4, 7, 10	●	●		
Arkansas[3]	NRT, CRT, WS, COR	K-5, 7-8, 10-11	●	●	●	●
California[4]						
Colorado[5]	CRT(s), Perf(s), WS(s), COR (s)	4(s), 8(s), 11(s)	○ (s)	○ (s)	○ (s)	○ (s)
Connecticut	CRT, Perf, WS	4, 6, 8, 10	●	●	●	
Delaware[6]	WS	3, 5, 8, 10	● (w)			
Florida	NRT, CRT, WS	4, 8, 10-11	●	●		
Georgia	NRT, CRT, Perf, WS, COR	K, 3, 5, 8, 11	●	●	●	●
Hawaii	NRT, CRT	3, 6, 8, 10-12	●	●		
Idaho	NRT, WS	3-11 (NRT), 4, 8, 11 (WS)	●	●		
Illinois[7]	NRT, CRT, WS	3-4, 6-8, 10-11	●	●	●	●
Indiana	NRT, CRT, Perf, WS	3, 6, 8, 10	●	●		
Iowa[8]						
Kansas	CRT, Perf, WS	3-5, 7-8, 10-11	● (r)	●	●	●
Kentucky	Perf(s), Prt, COR	4-5, 8, 11-12	●	●	●	●
Louisiana	NRT, CRT, Perf, WS	K, 3-7, 10-11	●	●	●	●
Maine	WS, COR	4, 8, 11	●	●	●	●
Maryland	NRT, CRT, Perf, WS	3, 5, 7-8	●	●	●	●
Massachusetts[9]	CRT, Perf, WS	4, 8, 10	●	●	●	●
Michigan	CRT	4-5, 7-8, 10-11	● (r)	●	●	
Minnesota[10]						
Mississippi	NRT, CRT, Perf, WS	4-11	●	●		○
Missouri	CRT(s), WS(s)	3(s), 5-6(s), 8(s), 10-11(s)	● (s)	● (s)	● (s)	● (s)

● = completed
○ = under development/partially completed
(s) = sample
(r) = reading only
(w) = writing only
NRT = norm-referenced, multiple-choice testing
CRT = criterion-referenced, multiple-choice testing
WS = writing sample
COR = constructed, open-response testing
Perf = performance testing
Prt = portfolio assessment

Table 2: Types, Grade Levels, and Subjects of Assessment in the States (continued)

State	Types	Grade Levels	Subjects			
			Language Arts	*Mathematics*	*Science*	*Social Studies*
Montana	NRT	4, 8, 11	●	●	●	●
Nebraska(11)						
Nevada	NRT, WS	4, 8, 11	●	●		
New Hampshire	CRT, WS, COR	3, 6, 10	●	●	●	●
New Jersey(12)	CRT, WS, COR	8, 11	●	●	○	
New Mexico	NRT, CRT, Perf, WS	1-6, 8, 10	●	●	●	●
New York	CRT, Perf, WS, COR	3-6, 8-11	●	●	●	●
North Carolina	NRT, CRT, WS, COR	3-11	●	●	●	●
North Dakota	NRT	3, 6, 8, 11	●	●	●	●
Ohio	NRT, CRT, Perf, WS, COR	4, 6, 8-9, 12	●	●		
Oklahoma	NRT, CRT, WS	3, 5, 7-8, 11	●	●	●	●
Oregon	CRT, Perf, WS	3, 5, 8, 11	●	●		
Pennsylvania(13)	CRT, Perf	5, 8, 11	● (r)	●		
Rhode Island	NRT, WS, Perf	4, 8, 10	●	●		
South Carolina	NRT, CRT, WS	1, 3-12	●	●	●	
South Dakota	NRT	4, 8, 11	●	●	●	●
Tennessee	NRT, CRT, WS	2-12	●	●	●	●
Texas	CRT, WS	3-8, 10	●	●	●	●
Utah	NRT, CRT	K-12 (CRT), 5, 8, 11 (NRT)	●	●	●	●
Vermont(14)						
Virginia(15)	NRT, CRT, WS	4, 6-12	●	●	●	●
Washington(16)	NRT, CRT (Perf, COR)	4, 8, 11 (4, 7, 10)	●	●	●	●
West Virginia	NRT, CRT, Perf, WS	1-11	●	●	●	●
Wisconsin	NRT, CRT, WS	3-4, 8, 10	●	●	●	●
Wyoming						

● = completed ○ = under development/partially completed (s) = sample (r) = reading only (w) = writing only

[redacted]

Notes to Table 2: Types, Grade Levels, and Subjects of Assessment in the States

(1) Assessment data apply to all mandated state assessments. Data on assessments that are voluntary for students, schools, or districts are not included. Assessments may not be aligned with content standards. A more detailed report on assessment in the states is forthcoming from the National Education Goals Panel.

(2) In Arizona the superintendent of public instruction suspended the state-level performance-based assessment program in February 1995. The program is being revised based on the new state content standards.

(3) In Arkansas a new criterion-referenced testing program, based on the content standards within the Arkansas Curriculum Frameworks, is being implemented in grades four, eight, and eleven. The program is being phased in over the 1995-96 and 1996-97 school years.

(4) The California Learning Assessment System was curtailed during the 1994-95 school year. Legislation calling for a new statewide assessment system was passed and signed into law in October 1995.

(5) The Colorado Student Assessment Program was suspended for the 1993-94, 1994-95, and 1995-96 school years. A new program has been developed, based on the newly adopted content standards, for grades four, eight, and eleven. Implementation is scheduled to begin in the 1996-97 school year.

(6) All students in Delaware participate in a writing assessment in grades three, five, eight, and ten. In addition, all Title One students in grades one through twelve take a norm-referenced test and receive performance assessments in reading and math.

(7) Illinois is beginning the comprehensive redesign of the state assessment system. The new system will be based on the new content standards, which are scheduled for completion in the fall of 1996. Estimated development time for the new assessment system is two to five years.

(8) Iowa does not have a mandated state assessment program. However, all districts must define student achievement goals and develop an assessment system to monitor progress toward those goals. The selection of the assessment instruments and the schedule of administration are determined locally. More than 99 percent of all districts participate in the Iowa Test of Basic Skills on a voluntary basis. Test results are collected and reported at the state level on an aggregate basis. Last year, 88 percent of participating schools scored above the national median.

(9) The Massachusetts Educational Assessment Program was suspended for the 1993-94, 1994-95, and 1995-96 school years. Implementation of the new state assessment system will begin in the 1996-97 school year and continue over the next two to three years.

(10) Under the new assessment system in Minnesota, school districts have the flexibility to decide which types and grade levels of assessments to use to measure progress toward achievement of the state standards. Implementation of the new system will begin in the fall of 1996.

(11) Nebraska does not have a mandated state assessment program. However, all school districts must provide norm-referenced testing at least once in grades four through at least grade six, once in grades seven through nine, and once in grades ten through twelve. Criterion-referencing testing in reading, writing, and mathematics—in at least grade five—must begin and continue according to the local district plan.

(12) In addition to testing in grades eight and eleven, a grade four assessment is under development in New Jersey.

(13) In addition to the state mandated assessment program, one-third of school districts in Pennsylvania participate in a voluntary writing sample assessment in grades six and nine.

(14) Vermont does not have a mandatory state assessment program. The state does, however, have a comprehensive assessment program that is voluntary for schools. This program includes criterion-referenced, multiple-choice testing; performance testing; portfolio assessment; writing samples; and constructed, open-response testing. It is administered in grades four, five, seven, eight, and ten. Between 95 percent and 96 percent of schools currently participate in the program.

(15) In Virginia Governor George Allen has recently proposed a new state assessment system that will build on the new state standards of learning completed last year. According to the Governor's plan, the new system is scheduled for field testing in the spring of 1997. The plan is currently being debated in the state legislature.

(16) Washington is developing a new assessment system that is aligned with the new content and performance standards. This system is being phased in beginning in the spring of 1996. Elements of the new system include performance testing and constructed, open-response testing in grades four, seven, and ten. While the new system is being phased in, the old system—consisting of norm-referenced and criterion-referenced multiple-choice testing in grades four, eight, and eleven—will remain in place. The transition is scheduled to be completed by the 2000-01 school year.

Source: Council of Chief State School Officers and North Central Regional Educational Laboratory, *State Student Assessment Programs Database* (Oak Brook, Ill.: North Central Regional Educational Laboratory, forthcoming). Data revised by Governors' education policy advisors in February 1996.

Table 3: Student, Teacher, and School Accountability in the States[1]

State	Student Accountability			Teacher Accountability			School Accountability						
	Promotion	*Awards/ Recognition*	*Graduation*	*Certification gain/loss*	*Financial rewards/ penalties*	*Probation*	*Funding gain/loss*	*Accreditation/ Loss*	*Awards/ Recognition*	*Performance Reporting*	*Probation/ Warning*	*Takeover/ Dissolution*	*Other*
Alabama			●	●				●		●	●	●	
Alaska										●			
Arizona										●			
Arkansas[2]	●		○					●		●	●	○	
California													
Colorado[3]								●		●			
Connecticut		●					●			●			
Delaware													
Florida		●	●							●			
Georgia			●						●	●			●
Hawaii			●				●			●			●
Idaho										●			
Illinois[4]								●	●	●	●		●
Indiana[5]	●		○					●	●	●			
Iowa[6]													
Kansas								●		●			
Kentucky		●			●	●	●		●		●	●	●
Louisiana	●	●	●				●			●			
Maine[7]		●								●			
Maryland			●				●	●	●	●	●	●	
Massachusetts[8]			○						○		○	○	
Michigan		●					●	●	●	●	●	●	
Minnesota[9]			○							○			
Mississippi			●					●	●	●	●	●	
Missouri		●						●					

Table 3: Student, Teacher, and School Accountability in the States (continued)

State	Student Accountability			Teacher Accountability			School Accountability						
	Promotion	*Awards/ Recognition*	*Graduation*	*Certification gain/loss*	*Financial rewards/ penalties*	*Probation*	*Funding gain/loss*	*Accreditation/ Loss*	*Awards/ Recognition*	*Performance Reporting*	*Probation/ Warning*	*Takeover/ Dissolution*	*Other*
Montana													
Nebraska													
Nevada			●							●			
New Hampshire										●			
New Jersey			●				●	●	●	●	●	●	
New Mexico			●							●			
New York(10)		●	●							●	●		●
North Carolina	●		●		●		●	●		●	●	●	●
North Dakota		●						●					
Ohio			●							●	●		
Oklahoma								●		●	●	●	●
Oregon(11)		○								●			
Pennsylvania										●			
Rhode Island										●			
South Carolina	●		●				●		●	●	●	●	●
South Dakota										●			
Tennessee			●				●		●	●	●	●	
Texas		●	●					●	●	●	●	●	●
Utah		●								●			
Vermont										●			
Virginia(12)	●		●							●			
Washington(13)			○				●			●			●
West Virginia		●				●		●	●	●	●	●	
Wisconsin										●			●
Wyoming													

● = in place   ○ = under development

Notes to Table 3: Student, Teacher, and School Accountability in the States

(1) Accountability data apply to any state assessments. Accountability mechanisms may not be aligned with content standards.

(2) Legislation enacted in Arkansas calls for the implementation of a graduation exit examination and procedures for takeover or dissolution of low-performing schools.

(3) Colorado allows individual school districts to attach consequences to assessments. Colorado is also launching an aggressive public reporting program that will document school and district progress toward meeting state standards.

(4) Illinois is redesigning its accountability system so that it will include student accountability and will focus on the improvement of teaching and learning. Full implementation is expected to take two to five years.

(5) Beginning in the 1996-97 school year, students in Indiana will be required to pass the tenth-grade assessment program in order to graduate. The graduating class of the year 2000 will be the first class affected by the new requirement.

(6) Iowa's education reform efforts focus on local school improvement and local accountability. Iowa statute requires each school district to work with an advisory committee, representing students, parents, teachers, administrators, and members of the community, to conduct an evaluation of its educational programs. The advisory committee determines major educational needs; develops goals and plans to meet the needs and attain the desired levels of student performance; evaluates progress toward meeting the goals; and reports on progress to the community and the department of education. To ensure state-level accountability, the department of education has also developed a comprehensive indicator system that reports annually on the statewide status of education, including student progress in core academic areas.

(7) In Maine a proposal by the Governor currently being considered by the state legislature would require that students demonstrate achievement in state standards in order to graduate. To assist students, a plan would be developed to identify schools with large numbers of students experiencing difficulties in meeting the standards, provide intensive assistance to those schools, and apply sanctions to the schools when all other measures fail.

(8) In Massachusetts implementation of accountability mechanisms aligned with the new assessment system is being phased in over the next two to three years.

(9) Accountability under the new state assessment system in Minnesota is being phased in beginning in the 1996-97 school year. School performance reporting will begin in the fall of 1997. The first class affected by the new graduation requirement will be the graduating class of 2000.

(10) Local districts in New York have the option to apply staff consequences.

(11) Legislation passed in June 1995 in Oregon calls for the development of a certificate of initial mastery that will certify student achievement of high standards in academic subjects as determined by the state assessment program. Implementation is scheduled for the 1998-99 school year.

(12) In Virginia students that do not pass the sixth-grade literacy test by the end of the eighth grade become unclassified; students cannot be officially promoted, but they may take classes at the high school level. Under the Governor's proposed state assessment system, all accountability measures listed in the table are under consideration.

(13) Washington is developing a school accountability system that is aligned with the new assessment system. Under the new system, a certificate of mastery that is based on the tenth-grade performance assessment will be a requirement for graduation for the graduating class of 2003. In addition, school accountability measures are under development.

Source: Council of Chief State School Officers and North Central Regional Educational Laboratory, *State Student Assessment Programs Database* (Oak Brook, Ill.: North Central Regional Educational Laboratory, forthcoming). Data revised by Governors' education policy advisors in February 1996.